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ABSTRACT

The purpose of this study is to review the findings of the various groups and individuals who have delineated the role of the state educational agency in the provision of school library media services, to study a selected group of state agencies to determine the manner by which they provide service, to seek the opinions of authorities serving in the capacity of state educational media supervisors regarding their role, and to synthesize the information into a model for the consideration of state educational agencies in planning for improved information service. Nine states selected on the basis of geographic location, history of previous support for library media services, and provision of state aid participated in the study--Alabama, Florida, Iowa, Maine, Maryland, New York, North Carolina, Oklahoma, and Wisconsin. Data presented and discussed for each state include the legal basis for library media programs and services, organizational structure of the library media unit within the state education agency, professional personnel, and functions and activities of the units. Organizational charts portray two alternative placements for a library media unit within the state department of education proposed by the model, as well as the sections comprising the unit, and job descriptions for media personnel are provided. A 35-item reference list is included, as well as three appendices: a suggested model for state legislation, organizational charts for the states studied, and a bibliography of selected state publications. (Author/BBM)

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STATE EDUCATION AGENCY RESPONSIBILITIES
AND SERVICES FOR SCHOOL LIBRARY
MEDIA PROGRAMS

by

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Introduction

The American system of education is a product of a society which believes that each individual has the right to receive an education that will enable him to become self-directed, capable of living intelligently and fully in a free society. The assurance that each individual will have equal opportunity to assimilate the information which meets his educational needs is one of the fundamental principles of American democracy. The acquisition of that education is simultaneously both complex and simple, since new knowledge is generated constantly but, at the same time, new technological advances provide almost instantaneous access to that knowledge.

The Constitution of the United States delegates to each state certain rights and responsibilities. Among these is the responsibility to meet the educational needs of its people. Generally, state constitutions have, in turn, delegated the authority and responsibility for educational programs to local governmental agencies further supporting the principle of local autonomy. Some states, however, retain much of the authority at the state level within the state educational agency. Other state constitutions contain provisions which divide the responsibilities between state and local government, usually assigning supervisory functions

such as teacher certification, school accreditation and distribution of state funds to the state agency while specifying other functions as the duty of the local agency.

This freedom and authority of the states has created both similarities and disparities in educational systems. The latitude given to local agencies has, however, often resulted in unequal educational opportunities for the citizenry, bringing about an increased awareness of the need for a reexamination of the role of state government in the provisions of information and knowledge.

During the past 50 years many agencies and professional groups have attempted to delineate the role of the state agency. For example, the Council of Chief State School Officers has on several occasions conducted studies of both general and specific areas of responsibility. A noteworthy publication of that group, State and Local Responsibilities For Education, addresses all facets of education ranging from the organization of the state education agency to the designation of specific responsibility for governance, curriculum, standards, evaluation and services. In addition, this group on several occasions has studied in detail the need for leadership in specific areas. In 1961 the group commissioned a study of the state education agency's responsibility for school library services. In 1964 the group, in recognition of the importance of media and technology in the educational process, published a study

identifying and discussing state agency responsibility for extending and improving the use of media.

More recently the eyes of the entire nation focused on the importance of more effective information services as its citizens prepared for the White House Conference on Libraries and Information Science. Again, an effort was made to identify the role of each level of government in the provisions of such services. The influence of this conference will to a large degree impinge upon the educational system of the states.

The purpose of this study is to review the findings of the various groups and individuals who have delineated the role of the state educational agency for the provision of school library media services, to study a selected group of state agencies to determine the manner by which they provide service, to seek the opinions of authorities who are presently serving in the capacity of state educational media supervisors regarding their role, and to synthesize the information into a model for the consideration of state educational agencies in planning for improved information service.

Review of the Literature

In 1975 when Bender, then Assistant Director of the Division of Library Development and Services in the Maryland State Department of Education and Vice President of the American Association of School Librarians, attempted to describe the role and function of state educational agencies with regard to library media services, he found that little information was available in the literature. He reported that most of the information which was available described what should be occurring rather than what is occurring.

Primarily the literature describing the state agency role is the result of the interest of three groups -- the Council of Chief State School Officers, (CCSSO), the supervisors' section of the American Association of School Librarians and the Association of Chief State School Audio-Visual Officers (ACSSAVO). These two latter groups now comprise the National Association of State Educational Media Professionals (NASTEMP).

An historic document based on the Mahar study, Responsibilities of State Departments of Education for School Library Services, published by CCSSO in 1961 states the following: "The state department of education should administer state-level services for school libraries. If any state department lacks legal authority for these

services, the necessary authority should be granted." The guiding principles recommend that the agency (a) provide leadership and supervisory services to promote the development, operation and effective utilization of school libraries, (b) administer school library services as a part of instructional improvement programs, (c) formulate standards for accreditation of schools, which include standards for school libraries, (d) coordinate all matters related to libraries such as certification of personnel, curriculum and evaluation, (e) foster the concept of the integrated materials center and, (f) give guidance in recommending financing and staff to develop the concept.

Specifically, the agencies were charged with responsibilities in seven areas pertaining to library service. These are as follows:

Planning

1. Set up a long range plan for providing leadership and services for school libraries.
2. Review periodically this plan in light of accomplishments, goals, new trends and research findings.
3. Insure the implementation of the plan by providing for continuous cooperation of staff members.

Supervision and Leadership

1. Provide competent professional school library personnel sufficient in number to meet the needs of the state department's program of service to school libraries.
2. Provide for participation of school library

2 supervisors in state, regional, and national professional conferences.

3. Evaluate school library programs.
4. Assist in developing programs of library education in state institutions of higher education.
5. Formulate recommendations and programs for school library development in the state.
6. Interpret the function and significance of school libraries.
7. Give consultative services on school libraries to professional and lay groups....
8. Provide on a periodic or regular basis information of interest and assistance to school administrators, librarians, and teachers in strengthening school library services and in broadening professional knowledge.
9. Effect cooperative programs involving school librarians and other professional organizations.
10. Provide information on professional qualifications for school librarians to individuals, groups and organizations who need or request such information.
11. Assist in the recruitment of school librarians.
12. Develop inservice education programs for school librarians and cooperate with inservice educational programs for teachers.
13. Develop cooperative relationships with public libraries..

Coordination and Cooperation

1. Coordinate the school library program for the state with other programs of the department relating to the development of school libraries and the improvement of school library service. Examples of such programs are: curriculum planning, pupil personnel, and guidance services,

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and school plant planning.

2. Cooperate with governmental agencies--national, state, local, or regional--having responsibilities relating to school libraries. Examples of such agencies are: U. S. Office of Education, the state library, youth commissions, and boards of education.
3. Cooperate with non-governmental organizations concerned with school libraries. Examples of such organizations are: Teacher education institutions, professional, school board, and parent-teacher associations.

Certification

1. Establish requirements for the preparation and certification of school librarians as part of its plan for teacher certification. School librarians should be certified as teachers as well as librarians.
2. Evaluate credentials and certify school librarians.
3. Set standards and accredit programs for the education of school librarians in colleges and universities of the state. Included here are the libraries of cooperating schools and of laboratory schools directed by institutions of higher education preparing school librarians and teachers.

Standards

1. Develop standards for elementary and secondary education programs.
2. Carry out a continuing program of interpretation of these standards.
3. Implement the standards by assisting the schools to meet and exceed minimum standards and insure that standards are met through a plan of approval or accreditation.

Statistics and Research

1. Collect, analyze, and disseminate statistics and

other pertinent information on the scope and quality of library services in schools.

2. Engage in research on school libraries pertinent to the improvement of the school library program in the state.
3. Include school libraries in education research of the department wherever pertinent.
4. Promote, encourage, and cooperate with appropriate research initiated outside of the state department of education and pertaining to school libraries.

Budget and Finance

1. Make periodic appraisals of the department's library services program needs and those of the state school system and translate these needs into financial requirements. These requirements should then be considered in relation to all the phases of the educational program; and the department should provide information, leadership, and consultative services in obtaining the necessary financial support.
2. Assume responsibility in at least three specific areas related to budgeting and finance:
 - a. Request funds in the department budget sufficient for adequate staff, materials, quarters, and other operating expenses for state level services.
 - b. Include library personnel and materials in the state's plan of financial aid to local school units.
 - c. Maintain standards requiring sufficient financial support so that school libraries will be able to render high quality services. (CCSSO, 1961)

That these recommendations were based upon the landmark Mahar study (1961) is unquestionable. For example, the study indicated that the primary responsibilities and services in the 49 state departments of education were

certification of school librarians, standards for school librarians, supervision of school libraries, cooperation for school libraries, statistics and research concerned with school libraries, and information on school libraries (p. 19). The degree to which each of these responsibilities was performed became the basis for the summary of strengths and weaknesses of library services in state education agencies, many of which are incorporated in the later CCSSO statement of responsibilities.

An outgrowth of the Mahar study was the adoption and publication in 1961 of a constitution by the State School Library Supervisors section of the American Library Association (1968), which stated the goals of the organization to be:

1. Become informed about school library programs, activities and developments in various states.
2. Give united support to the national effort for the development of school libraries.
3. Share ideas and discuss worthwhile activities for a leadership role in the promotion of desirable school library programs at state and national level (p. 70).

This group became active advocates for the improvement of services within state education agencies.

An effort was made by the American Library Association in the early '60s to assist states in strengthening school library programs. Through the School Library Development Project the Association funded a number of projects.

State projects included the development of state standards for school libraries, expand the number of state supervisors and improve library education opportunities. Kennon and Doyle (1962) reported that four states had adopted new standards, while 19 others were preparing or planning new standards. Six states employed library consultants for the first time and nine grants were provided for library education.

Darling (1962), speaking from his experience as a school library supervisor, examined the relationship of the role of the system level supervisor to that of the state level supervisor indicating that the major responsibility of each is leadership. Personal characteristics which enable the supervisor to function effectively were identified as well as educational and experiential factors.

As Darling expanded upon the six broad categories identified by Mahar, he pointed out the necessity for imbuing the concept of school library service as an integral part of the total educational process to all areas within the state education agency so that each area could assist in the development of library service. He believed that a major responsibility of the state school library supervisor was to interpret the principles of school library service to curriculum supervisors, to the superintendent, to certification officers, to institutions of higher education, to local school administrators and to

the lay public. By contrast Darling described the role of the local supervisor of libraries as administrative. This concept of the state library supervisor serving in a consultative role rather than a supervisory role has become generally accepted.

A 1962 conference requested by the state school library supervisors and sponsored by the U. S. Office of Education directed attention toward the new requirements in the professional education of school librarians and teachers for organizing and using the school library as a materials center to serve modern instructional programs. Participating in the conference were state school library supervisors, representatives of higher education, and Office of Education personnel.

Boula (1964), Instructional Materials Consultant for the Illinois Department of Public Instruction, presented a paper at the conference describing the state's responsibility for inservice education. Boula cited various publications which support the concept of state involvement in inservice education. In addition to the statements of the CCSSO and the American Association of School Librarians (AASL) regarding this matter, he presented a statement from the accreditation standards of the North Central Association of College and Secondary Schools. Boula believed that these statements represented authoritative support for the concept and for inservice programs.

Boula cited other examples of responsibilities incumbent upon library media personnel at the state level. These included the following:

1. Dissemination of information,
2. Interpretation of standards, etc., to the state superintendent and other state department personnel,
3. Publication of materials related to the field,
4. Demonstrations to professional and lay groups, and
5. Cooperation with institutions of higher education.

A project funded through the National Defense Education Act, the State Audio-Visual Education Study (SAVES), and reported by Noel (1963) gave statistical data regarding the status of audiovisual personnel and presented their role within the departments. Noel's findings indicated that approximately 64% of the states employed audiovisual consultants. Of these only 46% were fulltime positions.

Personnel were engaged in such tasks as curriculum revision at local and state level, developing standards, certification, in-service education, facilities planning and research. Several states also reported that the agency had legal responsibility for supervising state-wide programs of educational television. In a few states audiovisual personnel were responsible for lending equipment to staff and/or schools.

Brown and Norberg (1965), in presenting the role of

state departments of education as an aspect of media administration, cited a study of state laws related to audiovisual media. The study revealed that as of 1962, 12 states had no legal provision for media, 15 referred generally to media or audiovisual materials, seven provided only for educational television while 16 had specific broad coverage in the law. (pp. 323-24)

Brown and Norberg classified 11 broad types of activities which were occurring in state departments of education with regard to media. These were fact finding, experimenting, setting and endorsing standards, planning, budgeting, developing liaison relationships, selecting, procuring, distributing, producing, and stimulating and informing. Citing specific examples of states which were carrying out these activities in a variety of ways and various organizational structures, the authors concluded that "the interrelationships of state, county, district, regional, and college and university offices involved with aspects of the new media are usually a primary concern of this state staff." (p. 338)

In 1964 the CCSSO developed a report dealing with the use of new educational media and suggested "policies and activities to assist states in meeting their responsibilities for leadership in the field." Six areas of responsibility were identified including planning, use, developing service within the state, inservice, research and dissemination,

and establishing standards. Concern was expressed that the states employ qualified personnel at state level, establish state and regional media resource centers, incorporate recommendations for the use of new media in curriculum guides, encourage both preservice and inservice teacher training in the use of new media and provide standards and guidelines for personnel, media, equipment, and facilities.

Recognizing the need for better definition of the responsibility of state education agencies for providing leadership in the use of educational media, ACSSAVO, working through the Colorado State Department of Education (1966), applied for and received a grant to conduct a series of conferences. Among the objectives of the conferences were:

1. To identify administrative, communicative and other problems preventing effective use of educational media, and which are amenable to solution by state education agencies.
2. To define and categorize those problems as:
 - a. Those common to all state education departments,
 - b. Those limited to regional groups of states, and
 - c. Those of concern only to individual states.
3. To select one or more problems of concern to all state agencies and to develop an overall strategy --along with guidelines, procedures, and a schedule--for dealing with them. (p. 2)

The outcome of the conferences include the development of quantitative and qualitative standards for equipment,

materials, and personnel for elementary and secondary schools and institutions of higher education. These standards were in large measure based upon standards of the Division of Audiovisual Instruction (DAVI). In addition, other results were a series of recommendations for developing positive attitudes toward and competencies in the use of educational media among state education department staff, a series of recommendations in the areas of teacher preparation and inservice education, and a consciousness raising experience for the 35 participants designated as chief state audiovisual officers concerning the nature of the leadership problems facing them.

Perhaps, one of the more important outcomes of the conferences is not reported per se in the literature. The awareness that state education agencies have responsibility for leadership in both the areas of school library service as well as educational media service and the relationship of those to each other may well have been the piece de resistance as it brought together school library supervisors, audiovisual consultants, instruction supervisors and superintendents. It did point out the need for cooperative action on the part of professional organizations and local, regional, state, and federal agencies to bring about more effective use of media.

As had been pointed out in the Mahar (1960) study, as well as in the conference report, state education agencies

were grossly understaffed, often operating, in fact, one man departments in each of the areas. Mahar reported that in 1959 a total of 34 professional school library supervisors were serving 23 state departments of education. While she did not specifically discuss the audiovisual officer, charts contained within the study indicated 14 audiovisual officers shared some responsibility for library service.

Concern for strengthening service at the state level continued throughout the '60s. The state school library supervisors group adopted a formal constitution and bylaws in 1965 and met as a national organization in 1966 under the leadership of John Rowell. Despite the endeavors of both this organization and ACSSAVO, little change was made.

Rowell (1968), in reporting on a conference for state library agency consultants held in 1967, decried the lack of "parallel concern, respect, evaluation or even knowledge of the school and children's consultancy field," adding that "the school field is in a professional limbo." (p. 56) He pointed out the need for ascertaining the role and function of the school library supervisor, consultant, advisor, or director. While lauding the Mahar study, he advocated new studies of the role of the school consultant, particularly in light of the anticipated unified standards for instructional materials services.

A position statement issued by the CCSSO (1968),

addressing all aspects of service by state and local boards of education, spoke to the need for the planned use of instructional materials in the classroom. Stating that an instructional materials center was integral to an effective program, the council gave specific charges to the state education agency. Quoting these charges:

1. There should be a high degree of coordination within the state department on matters involving the relationship of school libraries to supervision, teacher education, certification standards, curriculum learning materials, school plant and research and evaluation. (p.62)
2. The department should foster the concept of the library as an integrated instructional materials center and give guidance in recommending financing and staff. (pp. 62-63)
3. The state department of education should provide leadership and supervisory services to promote the development, operation, and effective utilization of school libraries by local school authorities and should administer state school library services as an integral part of its instruction improvement program. (p. 63)
4. It should set up long range plans for providing leadership and services for school libraries. (p. 63)
5. The state department of education should insure implementation of the plan by providing for continuous cooperation of staff members and by reviewing periodically the accomplishments and shortcomings of the program. (p. 63)
6. The department should also provide competent professional school library services . . . to the instructional programs of local educational agencies. (p. 63).
7. (It should) give assistance in developing

programs of library education. . . . (p. 63)

8. (It should interpret) the function and significance of school libraries. (p. 63)
9. The state department should serve as a liaison among professional organizations concerned with school library service. (p. 64)
10. State departments should develop inservice education programs . . . for school librarians in conjunction with similar programs for teachers. (p. 64)
11. State departments should also develop cooperative relationships with public and college libraries. (p. 64).
12. (It should develop) standards for elementary and secondary school library programs. (p. 64)
13. The state department should implement the standards through statewide administration of a plan of approval or accreditation, concurrently assisting the schools to meet and to exceed minimum requirements. (p. 65)
14. Assistance in solving administrative problems of school libraries should be rendered by the state department. (p. 65)
15. (It) should help local education agencies in translating their library needs into financial requirements. (p. 65)
16. The department should also provide information, leadership, and consultative services in obtaining the necessary state and local financial support. (p. 65)
17. The state department should request funds for its budget sufficient for adequate staff, materials, quarters and other operating expenses for state level service. (p. 65)
18. It should include library personnel and materials in the state's plan of financial support to local school units and maintain sufficient financial support so that school libraries will be able to provide high quality services. (p. 65)

19. The state department (should) utilize research findings to strengthen library service. (p. 65)
20. It should collect, analyze, and disseminate appropriate information on the scope and quality of library services in the school. (p. 65)
21. (The State Department should) engage in research on school libraries relevant to the improvement of the school library program of the state . . . and cooperate with promising research projects on school libraries initiated outside the department. (p. 65)

In reference to instructional media and technology the state department of education is charged as follows:

1. Use of appropriate media and realia to improve instruction should be encouraged. (p. 66)
2. Departmental services to local school systems should promote coordination among available media services. (p. 66)
3. Qualified consultants in various media specialities, state department staff members and representatives of local school systems should develop individualized instruction programs. . . . (p. 66)
4. The state department should make adequate provisions for media staff and facilities within the department.. (p. 66)
5. Department personnel should incorporate recommendations for the use of new educational media in curriculum guides, courses of study, teacher guides for telecasts, and other similar materials developed at state or regional level. (p. 66)
6. The personnel should provide leadership in identifying curricula for which the use of new media can be advantageous and in stimulating their use in broadening

and enriching curriculum offerings. (p. 67)

7. (The state department should) encourage and assist in the development of local and regional media services within the state. (p. 67)
8. (The) state should assist local school personnel in using the media effectively. Inservice assistance should be available. . . . (p. 67)
9. State department recommendations on the construction of new school buildings and the remodeling of existing facilities should assure that designs are based on soundly conceived use of new media. (p. 67)
10. The state department of education should encourage and conduct research, and disseminate information on new educational media. (p. 67)
11. The state department should conduct long-range planning for the involvement of persons with diverse specialties and for the best use of fiscal resources in the application of . . . technology in schools. (p. 68)
12. (The state department should assign) staff to keep informed of current technological developments and translate them into terms which local curriculum planners can use. (p. 68)
13. . . . Staff members should arrange for demonstrations of advance "hardware" techniques. (p. 68)
14. (The state department should) produce and distribute . . . exemplary instructional materials. (p. 68)
15. The state department should both conduct inservice activities and bring about (plan, coordinate, fund) inservice efforts sponsored by institutions of higher learning, regional service centers, and other appropriate and qualified agencies. (p. 69)

In 1969, a similar conference to that held for state library agency consultants was held for state media personnel at Kalamazoo, Michigan. Stating that its purpose was to assist state leaders in planning and developing strategies for implementing the 1969 standards, the institute brought together a number of distinguished speakers to interact with state education agency personnel.

Graham (1970), presenting a paper at the institute, compared present conditions to those reported in the Mahar study in 1960. As Graham looked back at the report, she found that the principal role of the consultants had changed from regulatory and consultative functions, where they had spent the largest percentage of their time, to emphasis on planning, research and evaluation. Ten years previously, research had received the lowest percentage of the consultants' time.

As Graham developed her paper, she pointed out the need to use a systematic approach for identifying the role and function of the library media unit within the state department of education, emphasizing the point that only through realistic assessment carried out in conjunction with other divisions within the department can the media program be impelled into the mainstream of service. Through such techniques as PPBS the unit must identify needs for personnel, programs, and services.

She stressed that the traditional role of the

consultant and of library media service itself might be changing. Consideration for cooperative ventures such as library systems and networks and reciprocity for library certification are valid functions of the school library consultant. Primary among the weaknesses of the consultative staff she reported is the failure to evaluate properly service and to provide information to those in decision-making positions.

A lengthy study of the functions, duties, and activities of the school library supervisor within the organizational structure of the state education agency was conducted by Carter (1971). As she reviewed the literature of library supervision, she drew attention to the recommendations of the American Association of School Librarians contained in the 1960 standards. Among the principles she cited were:

1. The office of school library supervision is most appropriately located in the state department of education.
2. The number of staff members required to give the needed direction and service varies among states.
3. The rank and salary of state school library supervisors are equivalent to that of other supervisors of equal education, experience, and responsibility in the department of education.
4. The supervisor's office requires up-to-date equipment and is organized according to modern business methods.
5. Sufficient funds are provided for the operation of the office, for travel

expenses of the supervisors to visit schools and to attend professional meetings within the state, and for travel allowances for supervisors to attend important professional meetings outside the state. (p. 29)

By contrast the 1969 standards which she cited were much less specific, dealing more instead with the concept of unified media service and the establishment of a state media center and regional service.

It is recommended that all states have directors (supervisors, coordinators, or equivalent term) of school library services and of audiovisual services. A comprehensive and coordinated media program for the state is important if educational goals for the school are to be fully met. This program may be achieved by a unified administrative organization or, with the proper controls and channels of cooperative planning and communication, by a coordinated administrative organization. It requires the planning of regional services designed for equalization of educational opportunity, maximum efficiency and economy, and avoidance of duplication of services.

The state media center forms an integral part of the state department of education or public instruction. This location assures the highest degree of participation by the director and staff of the media center in the development and improvement of media programs in schools within the state and facilitates the utilization of services available from the media center for curriculum specialists and other personnel in the department. Cooperation and coordination with the state library, museums, and television agencies are important. The state media center's primary responsibilities are with the school and with other members of the state department working in the elementary and secondary school fields, and these can best be met when the center has membership in and close identification with that part of the structure of the state. (p. 32)

Carter also cites a 1963 publication of the American Association of State Libraries, Standards for Library Functions at the State Level, of standard 38 which reads: "The function of advising and supervising school libraries should normally be placed in the agency concerned directly with elementary and secondary schools in the Department of Education."

The school library must be an integral part of the total school program. For this reason, the school library consultants at the state level should be in the closest possible organizational contact with other consultants and supervisors responsible for special aspects of elementary and secondary schools. Such integration is usually best achieved by placement of the school library consultant function in the department of education. The Council of Chief State School Officers has issued a clear statement of Responsibilities of State Departments of Education for School Library Services. School consultant service must also be closely coordinated with other state library activities, in the interest of the expanding demands for library materials by students. (p. 34)

Easily the most definitive work of recent years regarding the role of the school library supervisor, the Carter study analyzed the responses to a survey completed by 79 supervisors in 43 states to determine their activities and their place in the organization. Her findings indicated that the number of library supervisors employed had more than tripled with each state having authorized a position. Many of the positions were the result of administrative monies allocated for Title II of the Elementary and

Secondary Education, (ESEA) Organizationally these fell either in the federal programs section, or were combined with library supervisory positions within the unit responsible for library supervision. Other supervisory positions not related to ESEA were located either in elementary and secondary or within the state library agency, which was in seven states contained within or administered by the state education agency.

Administratively, school library supervisors reported to one of five positions. These were;

1. Those who directed a unit for school library service in the state education agency,
2. Those who directed a unified media program in the agency,
3. Those who directed ESEA Title II or other Federal programs,
4. Heads of departments or divisions of instruction, curriculum or elementary and secondary education, and
5. Those who directed consultant services or the state library agency.

The majority of those surveyed were responsible to the head of the division related to instruction.

By far the most comprehensive program described was the Division of Education Media of the North Carolina Department of Public Instruction, which included five areas of service. These were school library supervision,

audiovisual education, television education, learning resources, and federal programs. Seven other states also reported sections responsible for unified media services. These were California, Florida, Hawaii, Illinois, Indiana, Texas, and Utah.

Services provided by a limited number of state education agencies included graphic arts; professional materials collections; centralized ordering, cataloging, and processing; audiovisual loan services; and centralized media production. Twenty-five states provided materials examination centers.

Conclusions drawn by Carter related to the organizational structure and the role and function of the state library supervisor were:

1. That the primary activities of the supervisors in 1968 were service activities of a consultative nature given upon a request;
2. That regulatory activities remained an important function;
3. That developmental activities were increasing in importance;
4. That activities related to public support and cooperation were viewed as marginal.

The study did clearly state that no standard organizational pattern existed and that services varied greatly in both quality and quantity.

The almost simultaneous advent of Standards for School Media Programs and the New Standards for Library Functions at State Level suggested to at least some leaders that some solutions to the problems facing school libraries as they made the transition from print oriented collections and services to the total media concept might come by way of the state library agency. Johnson (1971) enumerated five areas of concern to school libraries--role of the school library media specialist, adoption of sound management techniques, systems approach or networking, accountability, and instructional design--which she felt were critical.

After reaffirming her belief that the responsibility for school library media service rests with the state education agency and after pointing out the recognition given in the state library standards to this point, Johnson suggested that four functions designated to the state library agency might supplement those of the state education agency. These were:

1. Stimulating and coordinating statewide planning involving needs of the user. . . .
2. Promoting the network concept for optimum use of resources. . . .
3. Providing guidance in special aspects of library service. . . .
4. Interpreting library service. . . . (p. 728)

Johnson believed that despite the many negative factors, including unevenness of service, of difference in the relative

strengths of the different types of library service and political separateness, the two branches of state government could function in an effective manner to improve library service.

The quest for a closer definition of the role of the school library supervisor continued, led by the State School Library/Media Supervisors Association. In January 1974 the Board authorized a survey of the membership to determine the goals of the organization and the trends which affect the organization and its members. The survey conducted by Bender (1974) was sent to professional media staff in state educational agencies, territories, the District of Columbia, and the U. S. Office of Education.

As a result of the information gathered five goals were established and five trends were identified. These were:

Goals

1. To provide direction in evaluating media programs.
2. To promote, encourage, and cooperate in research related to the improvement of, school library/media programs, and collection and analysis of statistics on scope and quality of school library/media programs.
3. To cooperate with the Council of Chief State School Officers in re-defining the state's responsibility for school media center programs.
4. To facilitate the role of media/library resources in the total instructional picture, not as an "add-on feature," but

an integral part of the learning endeavor.

5. To develop strategies that would help state, local, and federal officials to understand the role of media in supporting school curricula. (p. 5)

Trends

1. The need for adequate staffing (professional and Paraprofessional) on both the state and local levels.
2. Preservice and inservice education of teachers, school administrators, and decision makers in education on use of media in instructional programs.
3. Coordination with other state department units in planning, assessment of need, program development, and evaluation.
4. Emphasis on library/media program--articulated, developed, implemented, and coordinated with the instructional program at each level (K-12).
5. Administrators' apathy toward the need for trained and dedicated personnel as key people on the instructional staff. (pp. 5-6)

Acknowledgement of the need for increased cooperation with the CCSSO in re-defining the role of the state school library media supervisor reflects the feeling of many in the profession. They see the key to the provision of adequate service as the recognition by the administrator of the importance of library media service.

In 1975 (AASL) and the Association for Educational Communications and Technology. (AECT) published Media Programs: District and School to replace the 1969 Standards for School Media Programs. This publication was in response to a

recommendation in the 1969 standards that "... because of the rapidity of changes in educational, technological and other fields ... national standards require continuous revision." (p. vii) Recognizing the weakness of the 1969 standards with regard to district service, a task force had been appointed to develop standards for media programs at the district level. A second task force dealt with the revision of the existing standards. Not only did Media Programs: District and School address the school media program and the district, it examined the relationship of the state program and cooperative ventures at the regional and national level. In identifying the role of the state, the standards assert that "the state is legally responsible for establishing and maintaining a system of education and the education agency prescribed by its legislature to provide leadership in the area of media programs." (p. 17)

It further states:

The state board of education generates creative policies for media programs and is responsible for making recommendations for legislative action that insures the provision of resources necessary for media program development. Such policies are implemented in the state department of education by an adequate media staff functioning as a unit which encompasses the total resources of educational technology, including instructional telecommunications. The administrative subunit for the state media program is placed in a direct line relationship to the office of chief state school officer. The administrator of the state media program is a participating member of committees or councils charged with departmental and educational planning. (p. 17)

Incorporated in detail into the guidelines were the primary responsibilities identified in the 1964 publication of the CCSSO.

As Bender (1975) decried the paucity of literature describing what is actually happening in the area of state school library media supervision, he made a strong plea for publication of information describing the activities of the various state agencies. Noting that many states had issued statements regarding the services to be rendered, he enumerated the objectives of the Maryland State Department of Education. The eleven objectives cited could be categorized as planning, research, advice and consultation, inservice education, coordination and regulation. In speaking of the services to be provided by the state department of education, Bender noted that "greater emphasis must be placed upon leadership, managerial and supervisory functions" saying that "state school media supervisors must stimulate and assist the media personnel in their states to become creative and resourceful change agents." (p. 29)

As she recounted the contributions of ESEA Title II to the development of school media programs, Jones (1975) noted that the Federal-State partnership had provided state education agencies the opportunity to strengthen services to schools by:

Adding school media consultant positions
and augmenting leadership activities;

Motivating improved educational planning and management of state media service;

Encouraging cooperative efforts in many areas for coordination of school media programs;

Stimulating awareness of the more specialized competencies needed by school media personnel;

Promoting revision, formulation, or adoption of school media statistical, research, and evaluation services;

Exerting direct influence on the assessment of state school media services and determination of financial needs to implement programs. (p. 83)

Jones pointed out that despite the contributions of ESEA Title II, state education agencies had been unable to adequately staff and fund library media units within the agency. She noted that, in fact, upon the demise of ESEA Title II, staffing and services reverted to previously low levels.

Waldrop (1978), in examining the role of the state supervisor, posited that primary responsibilities are dissemination of information, inservice training, preparation of educational television programs dealing with media services and interpretation of the program to other professional groups and lay people. Based upon her years of experience as a system level supervisor, Waldrop also spoke to the human characteristics needed to motivate and lead effectively.

The lack of state legislation requiring the provision of school library media services appears to be one of the

major problems in meeting the mandates of the CCSSO. The AASL recently attempted to compile information on pending or adopted legislation. In a survey conducted by Frank Birmingham and reported by Waldrop (1976), 27 state library supervisors responded that no recent legislation had been enacted and that no proposed legislation was on docket. A number of respondents indicated that funding of school libraries was a responsibility of local education agencies, while others indicated that state funding was basic and a usual part of the state budget allocation. Waldrop included in her article a bill which was to be introduced in the Illinois legislature which might serve as a model for other states. (See Appendix I.)

In a comprehensive study of regional media services, Vick (1975) examined the statutes to determine how state laws affect such service. She found that 10 states have laws mandating such service, 25 had laws permitting the service, eight had no law prohibiting the service, and four had no legislation but had guidelines, rules, and regulations for such service. Seven states had no legislation but operated centers by contractual agreement.

The Vick study points out that Iowa, Michigan, and Texas operate Regional Education Service agencies under legislative mandates, each having clearly defined references to media in their state codes, published rules, regulations, etc. The state boards of education in Hawaii, Nevada, and

Virginia have the authority to establish policy, to exercise all administrative functions of the state and to adopt by-laws for their operation. Both Hawaii and Virginia have regulations regarding audiovisual service. Florida, Indiana, and New Jersey have state laws that refer to cooperation between school systems, thus allowing for joint ventures such as regional media centers. Connecticut, Illinois, and Nebraska have cooperative film services operating under state laws related to regional agencies. Oklahoma has a specific legislative mandate requiring the establishment of a state depository, but at the time of the Vick study did not provide the service to schools. South Carolina has a similar law.

In updating a previous publication, Brown, Norberg, and Srygley (1972) reported that three factors had significant impact on state educational media programs--obtaining adequate program support or integrating the media program into the total educational enterprise, increase in federal aid and the emerging concept of consortial relationships among local, state, and federal agencies. These factors have resulted in the need for improved planning for personnel to assume supervisory and leadership responsibilities as well as administrative functions at the state level.

As examples of state departments which have reorganized to accommodate these needs, the organizational structure,

functions, and responsibilities of the library media units in North Carolina and California were presented. The North Carolina unit was reported to have five areas of activity: (1) production services and equipment evaluation, (2) field services, (3) materials evaluation, (4) federal programs administration--ESEA Title II, and (5) television services, while California reported the following: (1) program development and evaluation, (2) inservice training and education, (3) program review and evaluation, and (4) dissemination and instructional television. The functions performed by the two units were remarkably similar and were within the purview of functions recommended by such organizations as CCSSO, the AASL, the AECT, and the National Education Association (NEA) reported the authors.

The most recent policy statement of the CCSSO (1980) stresses the importance of a state-wide policy for the preview, review, analysis and evaluation of textbooks and other instructional materials. The Council also recommends that states develop plans for the use of museums, public libraries and other public resources. The involvement of the community by the state education agency is urged.

Hart, in reviewing the legislative accomplishments of the 1981 legislative session in Florida, reported that for the first time in the history of the state the legislature had provided funding for school library programs. The language of the legislation mandated the allocation

and expenditure of funds for instructional materials and attached the program as a separate title to the instructional materials section of the Florida Code thus making its administration a responsibility of the Florida State Department of Education.

In a summary of the literature related to state education agency responsibilities for library media services, Hoffman (1978) gave an historical overview of school library supervision. She recounted the inception of library supervision from the initial appointment of the first supervisor in 1891, through its period of growth in the 1920s and 1930s as a result of the General Education Board of the Rockefeller Foundation, to the 1960s when Mahar reported that 15 states delegated responsibility for school libraries to state departments of education and the 44 states had provided for their regulation by state boards of education. She further reported that the advent of ESEA Title II had given impetus to a marked increase in the number of supervisors but that erosion of some positions had begun as federal funds were cut back.

While giving credit to the various organizations which had promulgated statements of principles for the area of library media services, Hoffman noted that the statements were badly outdated and in need of revision. Factors such as the unified media concept had brought drastic change in the professional organizations. For example,

the State School Libraries Association and ACSSAVO groups merged in 1974 becoming NASTEMP in order to bring about more visible support at the state level.

Finally acknowledging that state departments of education have no standard pattern or organization for library media services, Hoffman reviewed the organizational structure citing various arguments for each pattern. She posited that the placement of the supervisor was not as important as the role of the supervisor in interacting with others. Calling the supervisor a "change agent" (p. 185), she spoke to the need for involvement in planning and development rather than monitoring and directing. In projecting the future, Hoffman noted that the then upcoming White House Conference would make little reference to the work of the school library supervisor but that recommendations for the future would have to include them.

As predicted by Hoffman, the White House Conference on Library and Information Services did, in fact, dwell primarily on public library service but did delve into multitype library cooperation. As a result, a task force was appointed to develop a framework for networking which would clarify, delineate and describe the role of the school media program in the national network.

In the publication The Role of the School Library Media Program in Networking (Task Force on the Role of the School Library Media Program in the National Program, 1978),

state education agencies are designated specific responsibilities for facilitating the national networking program.

Among these are:

1. Inform the AASL Networking Clearinghouse of activities, projects, and programs that show significant involvement of school library media programs in library networking (with professional association, and local education agency (LEA).
2. Hold state and area level workshops, as a followup to the national workshop, to inform local school boards, school administrators, supervisory personnel, library media personnel, and teachers about the role of the school library media program in library networks (with state professional associations).
3. Review state and local regulations to identify policies that inhibit school involvement in library networks (with state professional associations).
4. Help school library media specialists become aware of methods through which materials purchased with federal grant programs might be shared with other members of a network and how grant proposals might be written jointly to benefit different types of libraries functioning as a network (with USOE).
5. Continue to recommend specific changes in the laws, regulations and guidelines relative to school related grant programs that will promote and enable the sharing of the resources they fund (with state and national professional associations and National Commission on Libraries and Information Services (NCLIS).
6. Continue to recommend specific changes in federal and state laws and regulations that will promote resource sharing and the development and coordination of library networking that involve schools (with state and national associations and NCLIS).
7. Provide grants for research and evaluation

studies regarding the participation of school library media programs in library networks (with USOE, National Institute of Education (NIE), and other federal agencies).

8. Provide a system for exchange of resources and information, and provide the necessary communication links for contacting other network members (with LEA's).
9. Encourage the development of data bases that identify the resources of an area, state, or region, and that meet the needs of users of school library media programs (with LEA's).
10. Develop local union lists of appropriate resources (with LEA's).
11. Provide financial, technological and consultative support services that will lead to the most effective communication and delivery of information (with USOE).
12. Develop standards for equipment compatibility needed for area, state, regional and national sharing of resources (with national professional associations and private sector).
13. Identify and promote the use of data bases that list the resources of an area, state, or region and that meet the needs of users of school library media programs (with LEA's).
14. Establish at state level, a networking coordinating unit responsible for library network leadership, development and services (with State Library Association (SLA)).
15. Establish a committee representing all types of libraries and library interests to advise this coordinating unit (with SLA).
16. Develop and publish a written body of information regarding the establishment and operation of networks that include school library media programs (with

national professional associations and LEA's).

NASTEMP continued to be concerned about the need for a more specific delineation of the duties of the state education agency. Believing that the umbrella statutes assigning general responsibilities for elementary and secondary education to the state education agency might restrict the role of the library media program, the organization published a series of guidelines (1979) for media services at the state level.

They recommended the following:

1. That statutory provisions be made for the involvement of the state agency in the administration, planning, and development of library media programs;
2. That the state agency promote, encourage, and implement a total unified media concept;
3. That the state agency support cooperative working relationships both internally and externally; and
4. That the state agency employ adequate staff with diverse competencies to enable it to meet its goals.

Summary

The literature of the past two decades regarding the role of the state education agency in developing library media services has been predominately that produced by CCSSO and other professional groups and organizations composed primarily of audiovisual and library supervisors,

e.g., ACSSAVO and NASTEMP, based upon a landmark study conducted in 1959 by Mary Helen Mahar and funded by the U. S. Office of Education. The concern expressed by these organizations is that unless an agency committed to the philosophy that all formats of media are integral to the teaching-learning process is charged with the responsibility for planning, developing, and administering a program, the quality of education offered in the states will be adversely affected.

The need to employ professionally trained personnel with expertise in the administration and use of all formats of media and to place them within the organizational structure of the state educational agency in positions parallel to those units which have responsibility for curriculum development and other related services is a continuing theme pointed out by such authorities as Milbrey Jones, Esther Mae Carter, Mae Graham, and David Bender. That such placement is espoused not only by library media professionals but is also advocated by the school administrators' group, CCSSO, strengthens the case for such placement. Recognition is given to the fact that placement in units far removed from those persons charged with responsibility for curriculum development reduces the efficacy of the units in implementing the integration of media into the curriculum.

Long lists of state education agencies' responsibilities

have been formulated by the various groups. Basically, the responsibilities of the library media unit are no different from those of any other unit in the state education agency. Those published by the CCSO and endorsed by AECT and AASL include:

1. Planning and development,
2. Leadership and consultation,
3. Regulation,
4. Evaluation, data collection, and dissemination,
5. Coordination and cooperation.

The activities by which these functions are achieved are listed in detail earlier in the report. Among those reiterated most frequently are the following:

1. Develop long-range plans for the development of school library media programs and make recommendations for their implementation including budgetary and personnel needs.
2. Provide staff development opportunities both within the state agency and to practitioners in the field.
3. Develop standards and guidelines for elementary and secondary library media programs.
4. Provide both technical and consultative assistance to the schools.
5. Formulate policies for the selection of all formats of media and their accompanying technologies.
6. Establish and maintain working relationships with other units in the department, other state government

agencies, professional organizations, federal agencies, institutions of higher education and lay groups.

7. Collect, analyze and disseminate data relative to library media programs.

8. Provide leadership for the participation of public schools in cooperative endeavors including multi-type networks, single purpose networks and interlibrary loan.

9. Prepare and disseminate information which can give assistance to professionals in the field, interpret the library media program to others and assist teachers in making the most appropriate use of media.

10. Provide media production service for state education agency staff.

11. Provide access to professional materials and resources for state education agency staff.

12. Plan and implement a system of regional agencies to provide service to local education agencies.

Several fairly comprehensive studies published during the two decades, Mahar, 1960 and Carter, 1971, explored the actual role of the school library consultant and/or the audiovisual officer. The findings of the studies varied somewhat. Early studies characterized the role of the state agency as primarily supervisory with some added responsibility for leadership. Later studies noted that the responsibilities had become less supervisory and had

become primarily consultative in nature. By 1970, Mae Graham, a long-time practitioner characterized the role as planning, research, and development with a need for attention to be given to cooperative ventures such as library systems and networking.

The literature of the '80s focuses on the state education agency's responsibility to provide leadership in developing cooperative working relationships with other agencies in order to facilitate the sharing of resources. States are admonished to retain the direction of school library media programs in close proximity to the instructional units of the state education agency. Such unity is considered necessary if media is to be properly integrated into the curriculum. The provision of data bases accessed by modern technology is considered to be one method by which the state education agency can implement such a program.

Finally, the literature clearly points out the need for the agency to keep abreast of the development of new technology, and to research and disseminate information regarding its appropriate use. In addition, they are urged to develop standards for equipment compatibility needed for resource sharing.

Chapter II

Presentation and Analysis of the Data

Information presented in this section of the report is based upon data collected from the nine states selected for inclusion in the study. States were selected in consultation with professional staff representing the United States Department of Education. Such factors as geographic location, history of previous support for library media services, and provision of state aid were considered in selecting the states. States participating in the study are Alabama, Florida, Iowa, Maine, Maryland, New York, North Carolina, Oklahoma, and Wisconsin.

Each participating state was asked to supply the following information:

1. State statutes which delegated responsibility to the state education agency and other statutes, if any, to the provision of library media services.
2. Organizational charts for the state education agency.
3. Statements of goals and functions for the unit within the agency responsible for the provision of library media services.
4. Job descriptions for professional personnel working in the unit.
5. Sample publications prepared for dissemination to

local education agencies, the legislature, other government agencies, and the public.

Other data relative to the study were obtained through a series of telephone interviews and through visitation to Alabama, Florida, Maryland, New York, North Carolina, and Oklahoma.

In order to present a more comprehensive picture of the development of library media programs in the sample states, comparable data were extracted, where feasible, from three previous studies: Carter (1971), Mahar (1960), and Lathrop (1941).

The data collected were analyzed:

(a) to determine the legal bases by which state education agencies in the nine sample states assume responsibility for performing regulatory and/or leadership functions related to library media programs and services. Such factors as powers and duties of the department, provisions for the establishment of school library media programs and provisions for state aid were considered.

(b) to determine the manner by which library media units were organized in the state education agency and the relationship of the unit to other units having responsibility for matters related to library media programs, e.g. certification, accreditation, and instructional television,

(c) to determine the number and type of professional personnel employed in the units. Educational as well as requirements for previous experience were examined, and,

(d) to determine the functions of the units and the activities by which the functions were accomplished. Findings of previous studies were compared to present conditions to determine whether significant changes have occurred in any of the areas mentioned above.

The data are organized as case studies by state. Each example includes the following:

1. Legal basis for library media programs and services;
2. Organizational structure of the library media unit within the state education agency;
3. Professional personnel;
4. Functions of library media units;
5. Activities of library media units;

The summation which follows presents an analysis of the findings and points out strengths and needs of the library media units in the nine states studied.

Case Studies

Alabama

Legal Basis

The Alabama State Department of Education is given general power to certify school personnel, and establish and enforce standards and guidelines for schools. Specific responsibilities for school library media programs are

- (1) to compile and publish a list of acceptable materials,
- (2) provide selection criteria, (3) provide regulations for use, care, and circulation of materials, (4) provide

guidelines for facilities and furnishings and (5) establish regulations for the certification of librarians (Alabama, 1958)

No direct aid for school library media programs is presently authorized. In 1977 a one time bill authorizing \$5.00 per pupil was passed. A bill allocating \$3.00 per pupil for library media support is being considered by the 1982 legislature.

Organizational Structure

The Educational Media Unit is placed in the Division of Instructional Services. The "Coordinator" of the unit reports to the Division Director. Comparable units are Career Education, Community Education and Adult Basic Education.

Personnel

Four "Educational Media Specialists" serve under the direction of the "Coordinator." Two are responsible for instructional television and two give direction to the state's media program.

Personnel must hold master's degrees with specializations in library media or instructional television. Each must have previous experience in the area of specialization.

Functions

Functions of the unit include the following:

Work cooperatively with other agencies, organizations and programs in library media;

Develop plans for establishing media centers;

Liaison-School architect on library facilities plans;

Develop library media skills continuum and curriculum for

instructional television and develop proposals;
 Consult with SDE, LEA's and other agencies;
 Develop and coordinate workshops and seminars;
 Participate in exhibits, fairs, and conferences;
 Disseminate reports as needed;
 Disseminate information, materials and/or equipment to
 local, state, regional, national, and professional
 agencies; and to institutions of higher education;
 Serve on committees and teams;
 Assist in the evaluation of programs, facilities, materials,
 and equipment and library media consortia; and
 Produce printed materials.

Activities

Consultants performing library media services are:
 developing proposals; producing print and non-print
 materials; developing a library skills continuum; partici-
 pating in exhibits, fairs and conferences; disseminating
 information; assisting in the evaluation of programs;
 facilities, materials and equipment; and developing guide-
 lines and standards.

The consultants working in educational television list
 as some of their activities: developing and distributing
 a needs assessment plan; securing programs, materials and
 teachers guides to supplement the curriculum; developing
 curriculum materials; negotiating and coordinating video-
 tape production; disseminating information, materials

and/or equipment to local, state, regional, and national agencies and to institutions of higher education; developing and distributing a master list of materials and equipment; videotaping and dubbing, maintaining a circulating library of video materials, film and equipment, research and consultation.

Florida

Legal Basis

The Florida Statutes (1977) authorize the Superintendent of the Florida Department of Education to recommend plans for establishing and maintaining school libraries, or school libraries open to the public as are needed for the proper operation of the district school system, to set and enforce standards for the selection of materials, to produce and disseminate educational materials, and to provide educational television and radio programming.

Through efforts of the professional media association in Florida, a bill was introduced and passed in the 1981 legislature which allocated a substantial sum (approximately \$2.40 per pupil) for the purchase of instructional materials. The funds are to be administered by the state education agency. Eligibility for funds requires that local education agencies maintain previous effort. State aid must not supplant local effort.

Organizational Structure

School Library Media Services in Florida are placed

in the Bureau of Program Support Services within the Division of Public Schools. Personnel in this unit report to the Bureau Chief. Other units with responsibility related to media within the Florida State Department of Education are Instructional T.V. and Educational Materials, Public Broadcasting, Strategy Planning and MIS (Management Information System), and Educational Technology and Computing. They are located in several different areas.

This organizational pattern represents a fragmentation of a unified division which was organized in 1966.

Personnel

The library media unit is comprised of three professionals. Two "Educational Consultants" serve under the direction of the "Program Director."

Professional personnel are required to hold a master's degree in Education and to have professional experience. The program administrator must also have administrative experience.

All professional positions are federally funded.

Functions

Florida provides a list of ten specific functions which are the responsibility of the School Library Media Services Section. These are: (1) evaluate school library media program effectiveness and efficiency data and recommend client and program needs, (2) provide district technical assistance in planning, developing, implementing

and evaluating media services and programs, (3) provide overall administration for Elementary and Secondary Education Act, Title IVB, (4) collect, compile and disseminate programs administered by Section and report to U. S. Office of Education, (5) provide technical assistance and monitor program operations of Elementary and Secondary Act, Title IVB, (6) provide division internal support related to school library media services, (a) regulatory, (b) data collection, (c) guidelines preparation (d) state plan preparation for appropriate federal programs, (e) curriculum design in fulfilling state educational goals, (7) fulfill leadership role in developing, recommending, and interpreting client, staff, program, facilities, equipment and materials related to school library media programs, (a) standards, (b) policies, (c) evaluation techniques (8) fulfill leadership role in developing, recommending, and interpreting strategies for meeting client media service needs, (9) provide technical assistance to the State Task Force on Long Range Planning for School Library Program Development, and (10) provide technical assistance to the State Advisory Council for Title IVB, P.L. 93-380.

Activities

The unit lists among its activities administrative procedures related to ESEA Title IVB which includes calculation of distribution formula, revision of application forms, on-site reviews, and conducting surveys and

assessments. The team works within the department by participating in conferences, serves on study teams, and reviews programs to identify exemplary library media programs in schools.

Additionally, the team conducts inservice programs, participates in professional conferences and, by legislative mandate, works with professional organizations to determine library media needs. The analysis and dissemination of information is an informal process and may include distribution of library related data and other materials through newsletters, etc..

Iowa

Legal Basis

The Iowa Administrative Code empowers the State Board of Public Instruction to establish standards for approving all public and non-public schools. Implementation of the prescribed educational program requires that each school employ a qualified school media specialist who serves according to the needs of the school, and provide an organized collection of material. The Board is further charged with conducting evaluations of the schools.

Additionally, authority is given to establish a series of area education agencies each of which is required to provide media services through a center. Services to be provided include circulation of materials, and production of media. Professional staff is mandated

for the center. (Iowa, 1975)

No direct state aid to local education agencies is authorized. Funds are allocated for the sixteen area education agencies.

Organizational Structure

The Iowa Media Services program is administered through the Alternatives Programs Section of the Division of Instruction and Curriculum. Consultants in this area report to the chief of the section who in turn reports to the head of the division.

Personnel

The State employs only one "consultant." However, the fifteen regional centers which provide media services are staffed by professionals assisted by technicians. Services of this group are coordinated by the consultant serving the state agency.

The consultant is required to have a master's degree with a master's in Library Science or Library Media preferred. A valid teaching certificate with endorsement as Director of Library Services is required as is five years of experience.

The position, as are the regional positions, is state funded.

Functions

This position provides consultation and leadership to AEA personnel, school administrators, district

and school media specialists and higher education personnel on administration, collection development, facilities, instruction, instructional technology, curriculum design, certification and education and inservice related to school media centers and services; to area school personnel on standards, guidelines and services relating to library resource centers and training of media technicians; to other department personnel on services related to primary responsibility.

Activities

In implementing the goal "to provide consultative assistance, leadership and direction in development and evaluation of programs and services" to elementary and secondary schools, area education agencies and institutions of higher education, Iowa's consultant gathers and disseminates data, prepares and publishes a variety of documents, and evaluates, revises and prepares program guidelines, and administrative forms. She also coordinates the activities of the 15 regional service centers throughout the state providing them consultative assistance, evaluation, inservice education and reference assistance.

Additionally, she performs regulatory services related to accreditation of schools, certification and teacher education. She serves as liaison to professional groups, the ESEA Title IV program and the Iowa Public

Broadcasting Network.

Informs, the Iowa Network for Obtaining Resource Materials for Schools, is administered through field representatives at the 15 area education agencies located throughout the state. The information made available includes ERIC documents, journal citations on articles from educational magazines, pamphlets, bibliographies, and names of resource people. The service is coordinated through the state's library media unit.

Maine

Legal Basis

The State Library a division of the state education agency is charged as follows:

Advice to local libraries; gifts; schools
of library instruction

The Maine State Library shall give advice to all school, state, institutional and public libraries, and to all communities in the State which may propose to establish libraries, as to the best means of establishing and administering them, selecting and cataloging books and other details of library management, and may send its employees to aid in organizing such libraries or assist in the improvement of those already established. It shall formulate and present to the Legislature a plan for state-wide library development and it shall be designated as the agency for the administration of said plan and shall be granted the authority to administer said plan on behalf of the State. It may receive gifts of money, books or other property which may be used or held in trust for the purpose or purposes given. It may publish lists and circulars of information and may cooperate with the libraries and commissions of other states in the publication of documents in order to secure the most economical administration

of its work. It may conduct courses or schools of library instruction and hold librarians' institutes in various parts of the State, and cooperate with others in such schools or institutes. It shall perform such other library service as it may consider for the best interests of the citizens of the State. (Maine, 1971)

Organizational Structure

The Media Services unit is located in the Division of Library Development of the Maine State Library. The Library is one of eight areas in the Department of Educational and Cultural Services. The unit consists of two sections -- school library media and instructional television.

Personnel

The Media Services unit is staffed by three professionals each of whom holds the title "Educational Specialist." One specializes in instructional television, another works in the general area of media services, and the third administers ESEA Title IVB.

Staff are required to hold a master's degree and to have previous professional experience.

Two are paid with ESEA Title IVB funds.

Function

The unit is charged with functions in the area of inservice training, advising and consulting, planning and development, dissemination, needs assessment and the administration and regulation of ESEA Title IVB.

Specific functions include:

Works with federal and state personnel in the development of comprehensive and balanced educational programs.

Plans and develops programs to be administered by the department based upon federal and state legislative intent or other verified educational needs.

Reviews applications by local school districts for federal and state grants, approving or recommending changes.

Consults with school superintendents and school committees in determining most effective use of available funds.

Conducts workshops for teachers and school media staff.

Helps schools in the development of applications for Title IV funds.

Reviews applications for Title IV funds and approves those in compliance with federal regulations.

Assists schools in determining local needs for learning resources.

Organizes a Task Force to determine the need for graduate library/media program.

Coordinates the publication of a bibliography of Maine resources.

Assists in the development and implementation of school media guidelines and certification.

Activities

The activities of the Maine library media unit closely resemble those of Alabama since both include instructional

television services in the unit. The primary difference rests in the administration of the ESEA Title IVB program in Maine, which necessitates such activity as monitoring and evaluation, distribution of funds and conducting workshops related to the federal programs. Preparation is under way for the "Block Grants" program.

The unit is involved in assessing need for local media programs and higher education programs. Publications of the unit include the preparation and dissemination of the Maine Resources bibliography as well as other bibliographies, periodic newsletters and professional bulletins. Public relations activities include presentations to professional, civic and lay groups.

Maryland

Legal Basis

State law provides for a Division of Library Development and Services designated as the State Library Agency within the Maryland State Department of Education. Additionally, it provides for the agency to be headed by an assistant Superintendent for Libraries.

Duties and responsibilities of the Division pertaining to school libraries are designated as follows:

- Provide leadership and guidance for the planning and coordinated development of library and information service in this state;

- Develop statewide public and school library services and networks, resource centers, and other arrangements to meet the library and information;

needs of this State;

Provide professional and technical advice on improving library services in this state to public and school library officials;

Collect library statistics and other data; identify library needs and provide for needed research and studies of them; and publish and distribute findings in these areas; and coordinate library services with other information and education services and agencies;

Administer federal and state funds appropriated to it by the State for library purposes;

Develop and recommend professional standards and policies for libraries; and establish requirements and procedures for the certification of librarians and library personnel;

Encourage, advise, and assist in establishing, operating, and coordinating libraries at state institutions and agencies and administer the operation of library and information services for the department;

Adopt guidelines for the administration of public libraries and recommend to the State Board rules and regulations to implement this title.

Funding may be provided by state law for the following services:

The State Library Resource Center;

Each regional resource center.

Other legal authority granted to the State Department of Education is:

Authority to certify library personnel;
 Authority to administer Federal program;
 Conduct needs assessment for libraries;
 Make recommendations to the Governor and the General Assembly; (Maryland, 1979)

field visits, conducted a number of workshops involving hundreds of people, participated in the development of curriculum related materials, assisted in designing instructional materials, assisted in establishing media programs in schools, encouraged expenditure of funds for priority items, assisted in planning library media facilities, conducted assessment and evaluation of library media programs, maintained a professional library, provided a large number of materials for review by more than 3000 persons, cooperatively conducted an educational technology fair, and developed and published a number of new informational items for use by library media professionals, teachers, and administrators. (Maryland, 1978)

Activities identified in the 1980 report were based on two goals: (1) "Leadership in the improvement of the role and services of school media centers in the instructional programs."

Supporting this goal were such activities as pre-service and in-service training in materials selection relating to Project Basic, sponsoring an educational technology fair, participating in the selection of curriculum materials, Project LIFE Linker training; preview, review and evaluation of both curriculum materials and other media resulting in the publication of several bibliographies, giving technical assistance to 11 school systems to aid in evaluation of collections

and programs; assisting and implementing local programs through workshops and providing departmental support.

(2) "Develop and implement a comprehensive dissemination program which is reflective of Departmental and Local Education Agency concerns and priorities."

In support of this goal Project LIFE, (The Library Information Function Exchange) was initiated, resulting in a number of searches and dissemination of information to local agencies and state department staff. By 1985, local school systems should have access via computer to the information service. ERIC documents, research documents from national educational laboratories and curriculum guides on micro-fiche are presently made available through the center. (Maryland, 1981)

New York

Legal Basis

The Commissioner of Education is charged with the responsibility to (1) prescribe rules for the purchase, recording, safekeeping, loaning and use of books by pupils and teachers in the public schools, (2) the submission of reports pertaining to school libraries, (3) establish qualifications for school library personnel, and (4) certify personnel.

Chapter 787 of the Laws of 1978 of the state of New York authorized the development of school library systems and regional networks allowing the systems to be aligned

Organizational Structure

The School Library Media Services Branch is a unit within the Division of Library Development and Services. The Division, headed by an assistant superintendent, is one of eight comparable divisions. Other units with some responsibility in the media area are the Division of Instructional Television and the Division of Certification and Accreditation.

Personnel

The professional staff one of whom holds the title "chief" consists of six positions. Five other positions are designated as "specialist" with each further designated by the nature of the work involved, i.e. "Specialist III - Media Services."

Personnel must have an MLS or an equivalent master's in Education with library media specializations. Previous professional experience is required.

Two and one half positions are funded with ESEA Title. IVB funds. The remaining are state funded.

Functions

The Division of Library Development and Services and its school media unit, working in close cooperation with the Bureau of Instructional Services, the other division of the Department and local school systems, have the following responsibilities:

1. To formulate long range plans for the development of school media programs, including;

cooperative planning for regional and State services;

2. To provide advisory and consultative services to local school systems, particularly in the areas of new media services and technology and school media facilities;
3. To develop standards and guidelines for the improvement of media programs;
4. To provide programs of inservice education on the concepts and utilization of media to administrators, supervisors, media personnel, and teachers;
5. To develop proposals for needed research in media services;
6. To collect, analyze, and disseminate information on the scope and quality of media programs in the State;
7. To assist in the determination of qualifications for certification of media personnel;
8. To administer federal funds available for media programs;
9. To provide for the effective coordination of media services with the critical educational concerns of the State and local school systems;
10. To develop coordinated plans and policies with other personnel and agencies that will strengthen library media services for all children;
11. To act as a clearinghouse for information on library services in the State and to foster interlibrary loan and cooperative arrangements with school, public, academic, or other libraries.

(Maryland State Department of Education, 1978)

Activities

The 1978 report of the Maryland Office of School Media Services stated that the specialists made 635

with public library systems and the reference and research library resources systems. Twelve pilot projects have been approved and are funded by the state. Two regional networks are also authorized and funded. (New York, 1978)

State funding of school library media programs is not mandated but appears to be permissible under Section 280 of the Laws of New York. No state funds are allocated directly for school libraries, except those authorized for school library system pilot projects. Twelve pilot systems authorized in 1978 will receive in 1982 a state grant of up to \$65,000.

Organizational Structure

The University of the State of New York, the State Department of Education, is comprised of five major units. These are: Elementary, Secondary and Continuing Education, Cultural Education, Vocational Rehabilitation, Higher and Professional Education, and Administration. New York places its Bureau of School Libraries in the Office of General and Curricular Studies. Staff of the Bureau report to the Assistant Commissioner for General Education and Curriculum Services

Other media related services are provided in three additional areas. For example, instructional television programming is a function of the Bureau of Mass Communications which reports to the Cultural Education area, while the Bureau of Educational Communications is in the

Office of Elementary, Secondary and Continuing Education.

A newly organized center for Learning Technologies approved in January, 1982, will merge the Bureau of Mass Communications with the Bureau of Educational Communications, under the supervision of the Executive Deputy Commissioner. The possibility exists that consideration will be given to further mergers which may include the Bureau of School Libraries and the section responsible for graphics production and equipment lending. This section is now in the Bureau of Publications.

Personnel

There are eight professional positions in the Bureau of School Libraries. The "chief" of the Bureau works with a staff of "Associates in School Library Service." One staff member serves as liaison to the state library staff.

Professional staff are required to hold master's degrees and to have professional experience. The chief must also have administrative experience.

Six positions are federally funded. Two are state funded.

Functions

The bureau:

Provides leadership and expertise to the elementary and secondary schools of the State in developing school library media programs of high quality;

Plans and administers the federally funded Elementary

and Secondary Education Act, Title IV Part B;

Provides consultant services to school districts, Boards of Cooperative Education Services and other educational agencies regarding the various aspects of school library media programs, and the Federal program;

Publishes a newsletter, "News and Notes," designed to keep school administrators and library media specialists informed of developments in the school library media field;

Evaluates school library media programs on request, as a part of Education Department services or Federal program responsibilities;

Develops curriculum, bibliographies, guides, handbooks, standards, sample selection policies, and other aids for school library media programs;

Organizes workshops, seminars, and other inservice education activities for library media specialists and other school and related personnel to encourage development of more effective programs;

Engages in continuing consultation with other State Education Department units, professional associations, and institutions of higher education to coordinate programs, and to advise on related matters;

Responds to information and service requests from various sources through correspondence, telephone or personal contact.

Activities

The Bureau of School Libraries reports among the activities of the staff, organizing and conducting workshops; seminars and other inservice education activities for library media specialists; developing curriculum, bibliographies, guides, handbooks, standards, and sample selection policies; publishing a newsletter "News and Notes"; consulting with other state department personnel, professional associations and institutions of higher education as well as elementary and secondary schools. Technical assistance is provided to schools when requested. Regulatory activities include the planning, administration and monitoring of the ESEA Title IVB program. One valuable new publication reported by the Bureau is The Elementary Library Media Skills Curriculum, Grades K-6 published in 1981...

North Carolina

Legal Basis

Statutory provisions for the administration of an educational media program are included in Section 115 of The General Statutes of North Carolina. Provision is made for funds for library media personnel, administering federal programs for library media programs, funding the purchase of library media materials and certifying personnel. (North Carolina, 1978)

Organizational Structure

The most comprehensive and self-contained unit of the states studied is the North Carolina Division of Educational Media whose director reports to the Assistant State Superintendent for Instructional Services. The six sections which comprise the unit are: School Media Programs, School Television Programming, Media Support Services, Media Production Services, Materials Review and Evaluation, and Education Information Center. Nine other units in the Instructional Services area are subject matter specializations such as language, mathematics and vocational education.

Personnel

The Division of Educational Media has a total of 20 professional positions. The head of the unit, the "Director," is assisted by an "Associate Director" and an "Assistant to the Director." Other positions in the unit are entitled "Educational Media Consultant," "Educational TV Curriculum Specialist," and "Information Specialist."

Technical positions include "Photographer," "Media Production Coordinator," "Educational Media Technician," and "Artist-Illustrator."

Personnel in professional positions must hold a master's degree with specializations appropriate to the work assignment. These may include educational media

or technology; library science, literary criticism, etc.

All positions require previous professional experience either as teachers or library media specialists. Several require that the applicant hold or be eligible for North Carolina certification in media.

All positions are state funded; however, ESEA Title V funds are used as supplementary funds.

Functions

The functions of the unit are:

1. providing consultative services to public and private schools of the state relative to the evaluation, selection, acquisition, organization, management, and utilization of a collection of materials and equipment which will most effectively support the instructional program of the school;
2. developing and promulgating guidelines and evaluative criteria for educational media programs in the schools of the state;
3. arranging for the maintenance of a continuing inventory of instructional materials and equipment by the schools of the state;
4. preparing and distributing bulletins, newsletters, and other information about instructional resources to the schools of the state;
5. reviewing and evaluating currently published or produced educational media as a basis for the publication of the "Advisory Lists of Instructional Media";
6. administering the North Carolina State Plan for Title II of Public Law 89-10 related to library resources, textbooks, and other printed and published materials;
7. administering the instructional materials section [11-1-1-(a)] of the Annual Plan

for the Consolidation of Libraries, Learning Resources, Educational Innovation, and Support, Title IV of the Public Law 89-10, as amended, Public Law 93-380;

8. producing audio, graphic, and photographic materials for use by the staff of the Department of Public Instruction;
9. managing and maintaining the pool of audiovisual equipment used by the staff of the Department of Public Instruction;
10. managing the staff development audiovisual library used by the staff of the Department of Public Instruction and the schools of the state;
11. duplicating audio tapes for use by and at the request of the schools of the state;
12. determining the need to produce, and managing the production of 16mm films, sound filmstrips, and audio tapes when such are not available from other sources and are essential to the various curriculum areas of the instructional programs of the public schools;
13. managing the sale of 16mm films, sound films, tapes, and audio tapes produced by the division of educational media to public schools of the state on a non-profit basis;
14. determining what learning resources can be most efficiently made available to large numbers of students through the medium of broadcast television, obtaining the right to broadcast such resources, and developing and publicizing a schedule of broadcast of the resources to the schools of the state;
15. coordinating the function of the audiovisual advisory committee as it assists the division of purchase and contract in the Department of Administration in establishing term contracts for appropriate educational equipment for

acquisitions by public schools. (North Carolina, 1978)

Activities

Supporting its objectives and divisional goals, North Carolina reports performing the following activities: conducting regional meetings to implement Media Programs Recommendations, maintaining current lists of exemplary media programs and facilities for on-site visitation purposes for LEA personnel, publishing and distributing the Educational Media Bulletin, receiving and evaluating media, developing and distributing bibliographies of materials, updating and distributing directories of publishers and producers, maintaining examination collections, making on-site visitation for evaluation purposes; planning, developing, producing, acquiring, and disseminating information related to school television programming; developing and publishing purchasers guides for equipment; conducting workshops related to television and video; assisting institutions of higher education in interpreting guidelines related to school media preparation; gathering statistical data; planning administering and monitoring the ESEA Title IVB program; producing audio, graphic, and photographic materials as requested by staff; providing equipment for staff; maintaining a collection of films for staff and local school systems for use in professional education and providing catalogs to the collection.

North Carolina, through its Education Information Center, offers computerized searches of the ERIC data base as well as access to a wide variety of other materials including attorney general's rulings on education, a test file, more than 100,000 pamphlets, newsletters, etc. Staff will prepare information packets upon request, provide reference service and make a limited number of microfiche reproductions at no charge. The center is among the nine outstanding dissemination centers in the United States according to Neil Sherman.

Oklahoma

Legal Basis

No specific law regarding the responsibility of the state for the provision of school library programs exists; however, the State Board of Education is charged with the responsibility of setting standards for the certification of librarians and for the accreditation of schools. Educational services which are enumerated and may be offered include audiovisual education. Authority is given to the Board to establish, maintain, and fund a State Depository of Motion Picture Films as well as Regional Film Libraries.

In 1980, the Oklahoma legislature passed a bill authorizing funds for library media improvement. Section 451.3 of the School Laws of Oklahoma includes provisions for the funds to be administered by the State Department of Education. Criteria for their allocation is to be

on the basis of greatest need. (Oklahoma, 1980)

Organizational Structure

Two units in the Oklahoma Department of Education share responsibility for library and media services. The professional library consultants employed by the department are located in the Educational Improvement, Resources, and Support Unit of the Federal Programs Division. While these consultants have primary responsibility for library media services and the administration of federal and state aid programs for school library media programs, a second unit located in the Division of Instruction has responsibility for instructional television and the administration of the department's media resources center. Personnel in this area report to the Executive Director of Educational Services who serves under the Assistant Superintendent for Instruction. Personnel in the Library Resources section report to the Director of the Educational Improvements, Resources, and Support Unit.

Personnel

Two "coordinators" serve under the direction of the "assistant administrator" in the Library Resources Section.

The staff of the Instructional Media Section consists of the "Administrator," an "Informational Representative" and the "Educational Media Technician."

Educational requirements for the Library Resources

staff are a master's degree in library science with a minimum of 12 semester hours in audiovisual education, possession of a librarian's certificate and experience as a librarian. The administrator of the media section is required to hold a master's degree in education, possess an audiovisual specialist's certificate and have six years experience or have an equivalent combination of education and experience. The information representative is required to be a college graduate with courses in journalism, advertising, radio or similar fields and have four years professional experience. The technician is required to be a high school graduate with some experience in production.

One position is funded by the state while the remaining two are funded by ESEA Title IVB.

Functions

The Library and Learning Resources Section of the State Department of Education provides leadership to LEAs in library media program improvement, assist LEAs assess student needs which can best be met through quality library media program services, assist LEA's in developing library media programs to meet identified student needs, and the Section will seek out funding sources to assist LEAs support library media programs. The Section will conduct the necessary activities to implement and administer Title IV of P. L. 95-561.

The Section will seek to create an awareness among educators at all levels relating the potential benefits of quality library media programs and how these programs will enable them to meet the goals established by the Oklahoma Education Council.

Activities

Library consultants in Oklahoma categorize their activities primarily as field service and regulatory involving the administration of ESEA Title IV funds and the state-aid program. The consultants indicate that they spend at least 50 percent of their time in on-site visitation, providing consultative assistance and advice, conducting workshops for local school personnel, speaking to higher education classes for pre-service education, and assisting in facilities planning. One state-wide workshop was reported to have attracted more than 615 participants with 50 program items from which to choose. Regulatory activities include the preparation of state guidelines for ESEA Title IV, reviewing applications and monitoring programs. The state aid program involves many of the same type activities.

Activities of the audiovisual section which is not combined with the library media section in Oklahoma consists primarily of the management, planning, and production of instructional television programming. Other activities are providing equipment for staff use,

administering the professional library and conducting workshops in the areas of instructional television and technology. Limited production of material for state department of education staff is provided.

Wisconsin

Legal Basis

The state superintendent of the Wisconsin Department of Instruction is charged as follows:

43.03 General duties of state superintendent:

1. Promote, assist and plan the organization, development and improvement of school library media services to provide the resources needed for teaching and learning in the schools;
2. Plan and coordinate school library media services and promote interlibrary cooperation and resource sharing between school library media programs and other libraries;
3. Coordinate and promote the development of regional organizations for interlibrary cooperation and resource sharing among all types of libraries;
4. Establish procedures necessary for the internal administrative operation of the division.

43.05 General duties of the division:

1. Coordinate and conduct continuing education programs for librarians of school library media programs, public libraries, public library systems and institutional library programs;
2. Assist, as deemed appropriate by the division, in the recruitment of personnel for school library media programs, public libraries and public library systems;

3. Provide professional and technical advisory, consulting and informational services to assist:

a. school districts establishing, maintaining or expanding school library media programs and facilities;

b. public libraries and communities establishing, maintaining or expanding public libraries, public library systems and regional resource centers and their governing bodies;

c. State agencies and officers;

d. Institutional library programs.

4. Collect library statistics and conduct studies and surveys of library needs throughout the state and report and publish the findings. The research shall be coordinated with state-wide library planning;

5. Recommend and distribute standards for school library media programs;

6. Maintain a library to supplement the collections of public libraries, public library systems, regional resource centers and other types of libraries with specialized materials and information sources that are not appropriately held by such libraries, systems or centers and are not readily available from other resource providers, and to provide library lending services to state government.

43.70 Annually, within 40 days after December 1, the state superintendent shall ascertain the aggregate amount of all moneys received as income in the common school fund prior to that December 1 and shall apportion such amount to the school districts in proportion to the number of children resident therein between the ages of 4 and 20 years, as shown by the census report certified under sub. (1)

All moneys apportioned from the common school fund shall be expended for the purchase of library books and other instructional materials for school

libraries, but not for public library facilities operated by school districts under s. 43.52, in accordance with rules prescribed by the state superintendent. . . . Appropriate records of such purchases shall be kept and necessary reports thereon shall be made to the state superintendent.

43.72 Library exchanges. / School library books and other instructional material belonging to one school district may be loaned by the school board of the district to the school board of another school district for use in the school library of that school district, in consideration of school library books and other instructional material similarly loaned in exchange thereof. (Wisconsin Statutes, 1979-80)

Organizational Structure

The Bureau of Instructional Media Services is one of three bureaus which make up the Division for Library Services. The Division is comparable to four others, Financial Aid Services, Handicapped Children, Instructional Services, and Management Planning and Federal Services. The Director of the Bureau reports to the Administrator of the Division who in turn reports directly to the Deputy State Superintendent.

Personnel

The Bureau's consultant staff consists of three persons, one of whom is the "Director." Of the two others, one is the "Supervisor of Instructional Media Programs," and one is the "Supervisor of Instructional Media and Technology." An additional professional is employed as "Coordinator" of the Wisconsin Dissemination Project. She is assisted by a professional "Librarian."

Educational and experiential requirements are based on the job description.

One position is federally funded, while two others are state funded. Positions in the Wisconsin Dissemination Project are funded with Federal or grant monies.

Functions

The purpose of the Bureau of School Library Media Programs is to maximize the effectiveness of educational media programs in meeting user needs in all schools of Wisconsin. Fulfillment of this purpose comes through the following functions: leadership, consultation, supervision. Broad objectives for each of these functions follow:

Consultation

Evaluation of existing media programs;

Promotion of appropriate budgetary practices for the development and support of media programs;

Identification and dissemination of promising media programs and practices, including those with media specialization;

Promotion of network cooperative activities;

Promotion of effective utilization of instructional materials;

Promotion of effective utilization of broadcast educational television and radio;

Assistance in development of school media policies;

Technical assistance in federal proposal writing;
Assistance in designing or remodeling media-center facilities.

Leadership

Establishment of statewide priorities, objectives, long-range plans;

Development and interpretation of recommended standards for school media programs;

Compilation and dissemination of statistics related to school media programs;

Promotion and development of pertinent research;

Initiation of strategies for schools in dealing with problems of censorship;

Initiation and promotion of continuing education programs;

Development and encouragement of systematic public information programs at state and local levels;

Promotion of media and technology development through articles, publications, and media presentations;

Participation in the planning and promotion of activities of professional media organizations and other education organizations on a state and national level.

Supervision

Development and interpretation of mandatory policies and standards;

Assistance in implementation of Section 121.02 (j);

Establishment of certification requirements;

Evaluation and approval of library science, audio-visual, and teacher education programs in public and private colleges and universities;

Development and participation in continuing education activities;

Review and approval of ESEA IVB project proposals in media;

On-site review of ESEA IVB and IVC projects in media;

Assistance in the administration of the Common School Fund.

Activities

The Bureau of Instructional Media Programs reports a major new activity which is the provision of information. Through the Wisconsin Dissemination Project, the Bureau retrieves and delivers information to assist educators in making informed decisions and selecting practices and materials which will improve the quality of education in Wisconsin. The information network is administered through six regional service agencies. A computer searchable data base of Wisconsin materials is being developed and can be tapped through the regional agencies.

In addition, the more traditional activities consisting of on-site reviews, consultation, inservice programs, development of guidelines and standards, analysis and reporting of statistics and needs assessment continue.

Specific examples of some of the activities reported include an annual conference for district media directors involving approximately 350 persons, a three day workshop to introduce the use of microcomputers, a series of six inservice programs utilizing the educational telephone network, and preparation of videotapes related to copyright, selection, and the relationship of the reading programs to the instructional materials center. Numerous publications are made available including one related to resource sharing and cooperation, a packet dealing with censorship, upgraded standards accompanied by a planning guide, a semiannual newsletter School News, the bimonthly Wisconsin Library Bulletin and the monthly newsletter Channel DLS.

Analysis and Comparison of the Data

An historic 1941 publication of the U. S. Office of Education presented a digest of all state laws then pertaining to school libraries. Of the nine states included in this study, Florida, Iowa, New York, and Wisconsin were reported as having specific laws related to the administration and supervision of school libraries by the state education agency. The laws of Maryland, in addition to the four mentioned above, prescribed responsibilities related to the selection, care and use of school library books. Laws of Iowa, New York, Oklahoma, and Wisconsin authorized the appointment of librarians while Florida,

New York, Oklahoma, and Wisconsin had laws requiring that librarians be certified. Iowa and Maryland had provisions for teachers to act as librarians. The study reported that Florida, Maryland, and New York had constitutional provision for the establishment of school libraries at local education agency level. Provisions for financial support (either permissive or mandatory) were made in Florida, Iowa, Maryland, and Wisconsin. (Lathrop, 1941)

The more recent Mahar (1960) study indicated that Alabama, Maryland, and Wisconsin were among the fifteen states in which responsibilities for school libraries were delegated to state education agencies by specific laws. Florida, Iowa, Maine, Maryland, New York, and North Carolina were reported to have general laws providing for state board regulation. Oklahoma was reported to be one of two states in which the state had no legal basis for exercising authority for school libraries. As reported in the earlier study Oklahoma does, however, have responsibility related to certification of school librarians. According to Mahar, Florida had provisions for state aid for both school librarians and school libraries while Maine, North Carolina, and Wisconsin had provisions for school libraries only.

Little new legislation pertaining to school library media programs has been enacted in the last two decades in the nine states studied. The most noteworthy changes

which have occurred fall into two categories, (1) provision for direct state aid, and (2) either permissive or mandatory legislation providing for cooperative efforts at local, regional and state level.

Alabama, Florida and Oklahoma have recently enacted legislation providing for direct state aid to schools. The second major type of legislation pertains to laws which have been enacted for the purpose of promoting cooperative efforts among school systems and/or other types of libraries. Legislatures in New York, Iowa and Oklahoma have enacted laws which either require or permit the establishment of regional education agencies. The Iowa system is well developed having 15 such agencies. Specific regulations require that the agencies employ professional media specialists, have a media center and provide such materials as are requested by the local education agencies.

Regulations pertaining to the provision of library services in the regional centers in the states of New York are not so specific. Of the forty four regional agencies (BOCES), forty two are reported to have educational media projects in operation. A number of the agencies also provide library services through the SHOESTRING Grants which are administered by the school library bureau.

To summarize, all states do delegate some responsibility for the supervision and administration of library

media programs to the state education agency. These include program administration, leadership, certification, development of guidelines and standards, and curriculum development.

Six of the nine states provide direct state aid in some form.

The present organizational structures of the nine state departments of education place the units responsible for the provision of library media service in a number of areas within the State Department of Education. Maine, Maryland, and Wisconsin each have divisions which provide multi-type library service. School library media services are administered through these units.

Alabama, Florida, Iowa, New York, and North Carolina have somewhat similar organizational structures in that the units with primary responsibility for library media services are within the areas responsible for instructional services. The North Carolina unit provides, however, much more comprehensive service including media production and support services, a state educational center, and materials review and evaluation.

The Library Resources Unit of the Oklahoma State Department of Education is a section of the Federal Programs Office. Another unit which offers some service related to media is in the instructional division.

When present organizational structures are compared

with those discussed by Mahar (1960) and Carter (1971) one notes a number of changes, particularly between the Mahar and the Carter Studies. Table I compares the placement of the library media units at the time of the two previous studies and at the present.

TABLE I

A Comparison of Placement of Library Media Units in the Nine states Surveyed 1960, 1971, 1981

	Within unit Responsible for Instruction			Unit Directly Responsible for Library/Media			Unit of State Library Agency			Unit Responsible for Federal Program		
	1960	1971	1981	1960	1971	1981	1960	1971	1981	1960	1971	1981
Alabama	x	x ²	x									
Florida	x				x ²	x ²						
Iowa	1	x	x									
Maine	1	x						x ²	x ²			
Maryland							x	x ²	x ²			
New York	x	x ²	x ²									
N. Carolina	x				x ²	x						
Oklahoma	1										x	x
Wisconsin								x ²	x ²			

¹No Unit

²LM Unit administers ESEA Title II or ESEA Title IVB

The Mahar study revealed that placement of the units in divisions of instruction was most prevalent, indicating that professional opinion leaned toward this administrative

structure because of the necessity to work closely with other instructional supervisors (p. 11).

Carter's study indicated that the greatest amount of reorganization occurred between 1965 and 1968, probably due to the advent of ESEA (p. 54). For example, Oklahoma, Maine, and Iowa, which had no library supervisors in 1960, created library supervisory positions at that time. Another factor which influenced the change was the emergence of the unified media concept, which brought about the reorganization of both the Florida and the North Carolina departments in 1966.

Data from the state of Florida reveal that the state department was again reorganized in 1973. The reorganization resulted in the separation of the majority of the units having responsibility for library media. Other units which had been reported by Carter to have employed additional consultants under ESEA Title II and to have assigned duties related to Title II to the library unit have either lost or reassigned these positions. For example, the North Carolina unit no longer has the responsibility for the ESEA program.

The degree to which the organizational structure provides for a complete range of services varies from state to state. Based on historical precedent and the trend toward the unified media concept of the sixties, one might expect such units, in addition to providing

Leadership, consultative and regulatory services, to administer instructional television, produce audiovisual materials for staff, administer a professional collection of materials, provide information services to state department staff and to the field, and collect and disseminate data. The administration of federal and state aid programs related to library media services might also be assigned to such units.

Of the nine states studied only Maryland and North Carolina encompassed a majority of these services and programs within the library media unit. Table II provides a graphic picture of the placement of programs within the various state education departments. The only service offered by every library media unit falls in the historically precededented area of leadership and consultation. Only one third are involved with instructional television programming, and four in materials production. The professional collection and the provision of information are assigned to other units in about two thirds of the states. Administration of ESEA Title IVB is assigned to fewer than one half of the units.

TABLE II

The Organization of Services and Programs Related to
Library Media in the Nine States Surveyed

Function	State								
	AL	FL	IA	ME	MD	NC	NY	OK	WI
Professional Materials Center		c	b	b	a	a	b	b	b
Computerized Information Service	b	b	b	b	a	a	b		a
Media Production		b	b	a	a	a	b	b	a
Instructional Television Programming	a	b	c	a	b	a	b	b	c
Regulation State and/or Federal Aid Programs	b	b	b	a	a	b	a	a	b
Certification	b	b	b	b	b	b	b	b	b
Accreditation	b	c	b	b	b	b	b	b	b
Data Collection	a	a	a	b	a	a	a	b	a
Leadership/Consultation	a	a	a	a	a	a	a	a	a
Dissemination	a	b	a	a	a	a	a	a	a

a - function of unit

b - function of another unit in SDE

c - function of unit outside SDE

Personnel in the nine states hold a variety of titles. Predominant among them are "Educational Consultant", "Educational Media Consultant," and "Educational Media Specialist." One state designates staff as, "Library Media Coordinators" while another uses the title "Associate, School Library Service." In several of the states specificity of role is designated by a working title for the position. For example, in North Carolina all positions are classified "Educational Media Consultant" with differentiations in positions being specified by the work area i.e., Media Support Services, School Television Programming and Utilization, and Materials Review and Evaluation Center. Education consultants in Wisconsin Bureau are designated working titles by specialization such as "Organization, Networking and Certification Specialists," and "Instructional Media and Technology Supervisor."

Those persons with responsibility for directing the library media units are designated as "Coordinator", "Program Director," "Administrator," or "Chief." None of these persons serve directly under the state superintendent. Some do serve, however, under an assistant state superintendent. For example, in both Wisconsin and Maryland the units are within a larger state unit responsible for multi-type libraries, the head of which is an assistant state superintendent.

Table III indicates that a number of professional positions in library media units vary from a low of one in Iowa to a high of 20 in North Carolina. . . . These figures are, however, somewhat misleading since personnel who perform services similar to those performed in North Carolina's Educational Media Division are dispersed throughout the department in several of the states. Florida, for example, has only three consultants serving in school library media services but has three consultants who work in the area of instructional television, at least four consultants supported by technical staff in graphics and audiovisual production and three professionals working in the Public School Resource Center, while yet another group gathers statistical data. Each of these groups of consultants work in separate divisions within the department, diffusing the work over five areas.

Personnel are paid from one of two sources - state or federal funds. With the exception of North Carolina and Iowa, each state pays one or more consultants with federal monies. Several of the positions are funded using administrative monies allocated for ESEA Title IVB. Administrators of several units indicate that with the inception of the block grant program, positions may be lost.

Professional personnel in the majority of the units are required to have a minimum of a Master's Degree.

TABLE III

Professional Positions in Library Media Units, Salary Source, Educational Qualifications of Personnel in the Nine States Surveyed.

	Total Number Professional Positions	Number Positions Vacant	Total Number Paid State Funds	Total Number Paid Federal Funds	Minimum Education Requirement
Alabama	5	1	4	0	Master's ^a
Florida	3	0	0	3	Master's ^a
Iowa	1	0	1	0	Master's ^a
Maine	3	0	1	2	Master's ^a
Maryland	6	0	3 $\frac{1}{2}$	2 $\frac{1}{2}$	MLS ^{a,b}
N. Carolina	20	3	17	c	Master's ^{a,d}
New York	8	1	2	5	Master's ^a
Oklahoma	3	0	1	2	Master's
Wisconsin	5	0	2	3	Master's

a - previous experience (varies from state to state)

b - or equivalent

c - ESEA Title V funds for strengthening state agencies
are used to supplement state funds

d - Educational Media or Library Service

Several specify that the degree must be an MLS or its equivalent, while others require that the degree be in the area of educational media. Two units will accept lower degrees depending upon the particular assignment. In most instances personnel are also required to have some experience in the work area with the usual requirement being a minimum of three years. Administrative personnel may also be required to have previous administrative experience.

Statements describing the functions of each of the library media units in the nine states vary considerably. When analyzed, however, the major functions appear to be those leadership functions generally attributed to state departments of education -- planning and development, research, evaluation and dissemination, advising and consulting, and inservice education. In addition, a number of units are charged with certain regulatory functions in connection with accreditation and certification and state and federal program administration.

A number of the units, in keeping with the trend toward accountability, have further refined the functions into measurable performance terms establishing objectives and detailed plans for each years activities.

Objectives generally fall into the categories previously discussed. Samples of the objectives, broadly categorized, are as follows:

Planning and Development

Enhance the education of students in grades K-12 by encouraging the development of quality library media programs in Oklahoma schools.

Promote and strengthen the development of effective K-12 media programs at the building and district levels through work with district media directors.

Develop and distribute appropriate standards, surveys, guidelines, brochures, newsletters, handbooks, bibliographies or audiovisual presentations for media programs and personnel (with wider distribution where instruments will be useful to other individuals or library agencies.)

Participate in development of state public awareness campaign related to education and the role of educational media and technology in the school program.

Examine existing certification requirements for educational media personnel and propose changes necessary for program implementation.

Advising and Consulting

Provide consultant services in library media to LEAs on request or as the need is determined either on-site, by telephone or by letter.

Provide technical assistance to schools and school districts for correction of deficiencies identified by program audits and reviews through on-site visits and provision of information and materials.

Provide guidance to media specialists regarding the use and application of microcomputers both for direct instruction of students and for library operations.

Research, Evaluation and Dissemination

Collect and disseminate to school districts information concerning new trends in media management, laws relating to media services, automation, collection development, and media skills development.

Conduct a study of existing district level library media services and develop plan for provision of services in un-served areas.

Compile, publish and disseminate Monthly Calendar and Quarterly Calendar of conferences and meetings.

Provide useful information/regarding access to resources to educators in addition to media specialists.

Analyze school library media data collected by Management Information Services, recommend policy and operational changes in school library media programs based upon the analyses, and provide for dissemination of the analyses.

Inservice

Provide consultative services and inservice training through seminars, workshops, conferences, on-site visitations and similar activities.

Provide a program for school teams (media specialist, principal, curriculum specialist/teacher) in schools

without benefit of district media supervision to visit an exemplary library media program in order to strengthen administrative concept of media services.

Regulatory and Administrative

Assist in the implementation and evaluation of Title IV.

Coordinate the Elementary Library Media Improvement projects.

Participate on evaluation teams for the Southern Association of Colleges and Schools Accreditation Teams.

Methods by which the objectives are implemented include a variety of activities. Among these are on-site visitation; conducting local, state and regional workshops; publication of information; data gathering; participating in and providing leadership to state, regional and national professional organizations; participating in state department of education staff meetings and conferences; meeting with and advising legislative delegations; serving on review teams for regulatory purposes; developing application forms, guidelines, etc.; replying to correspondence from citizens, educators, etc.; reading and viewing, and evaluating materials; and public speaking.

When activities are analyzed and are grouped in a manner similar to that used by Carter in her 1971 study -- operational, regulatory and leadership, it is apparent that few of the units are involved in operational and

regulatory tasks, a finding of the Carter study. The principal regulatory activities related to accreditation and certification are usually assigned to other areas within the state education department. For example, in Alabama certification is a function of the Division of Regulatory Services, as is school accreditation. The Iowa State Department of Public Instruction does not accredit schools per se but does work in cooperation with the North Central Association. Teacher certification in Iowa is a function of the Teacher Education and Certification Division. In those units having responsibility for administration of state aid (one) or ESEA Title IVB and/or C (four) regulatory functions are the same as those reported in the Carter study.

The bulk of the activities reported fall into the area of leadership/advice/consultation. Consultants in all areas appear to spend a substantial portion of their time in the field. Field activities may include on-site visitation, inservice programming for local education agencies and institutions of higher education and conference participation. During on-site visitation the consultant may evaluate programs and services, give advice on program development, participate in curriculum development, assist in facilities planning, etc.

Services performed by the consultants in their office usually center on planning and development as consul-

tants review guidelines, collect and analyze data, develop curriculum, and serve on committees or task forces of the department. A major portion of their time may be spent developing publications related to the library media program either alone or in concert with other state departments units or professional groups.

The dissemination of information is an important service of all nine library media services units. Materials developed by the units fall into six categories. Those directly related to the management function of school libraries include:

1. handbooks and guides for managing and organizing centers, materials and equipment;
2. scheduling facilities planning guides;
3. model selection policy statements;
4. guides to the selection of audiovisual equipment;
5. standards for media programs;
6. planning and evaluation guides;
7. ESEA Title IV guidelines;
8. directories of equipment dealers.

Those related to the provision of service to students, teachers, and administrative personnel include:

1. bibliographies (state materials, materials about the handicapped, materials correlated to the basic skills programs, remedial materials, professional materials, etc.);
2. instructional television guides for programming;

3. guides to the use of data bases;
4. catalogs of materials available in review and evaluation centers;
5. catalogs of materials available from state media centers.

Those related to the instructional function include:

1. curriculum guides for library media skills instruction;
2. bibliographies;
3. activities guides.

Those related to the dissemination function fall into six categories:

1. annual reports (statistical);
2. research reports;
3. promotion of service (relating library media programs to curriculum);
4. public relations (administrators, teachers, public);
5. newsletters, periodic publications for library media specialists;
6. directories of library media personnel, libraries, regional centers.

Those related to professional requirements and development include:

1. certification guidelines;
2. announcements of inservice programs, etc.;
3. job descriptions.

Those related to planning and development include:

1. master plans for multitype libraries;
2. plans for the development of the unified media concept;
3. meeting information needs.

The largest number of materials examined were those in the areas of management, instruction, public relations, and regulation. Approximately one half of the states studied submitted statistical reports either about libraries generally or related to data collected for the evaluation of ESEA Title IV. Approximately three fourths of the nine library media units do, however, state that the collection of statistics is a function of the unit.

Several states now provide for non-traditional methods for dissemination of information. Responsibility for this service, however, does not always rest with the unit responsible for library media services.

While it is not possible to compare accurately the dissemination function of the nine states studied to the earlier Mahar (1960) and Carter (1971) studies, dissemination appears to be a continuing concern of library media units within state education departments. Mahar stated "an important function of state departments of education is the provision of information concerning school library service to librarians, administrators, teachers, and others interested in its development." (p. 25)

2 Her report indicated many of the same types of materials were disseminated. Primary among these were brochures, handbooks, manuals, periodic bulletins and booklists, and bibliographies. She reported that the collection of statistical information was often the function of the state department research officer or personnel from the division of instruction. About one half of the state library supervisors employed were involved in the collection and dissemination of statistics.

Carter indicated that 61 of 78 school library supervisors surveyed reported the preparation and dissemination of bibliographies, brochures, bulletins, and newsletters. Thirty nine of the 78 collected and disseminated statistical reports. Based on her data she indicated that "the collection and dissemination of information appeared to be nominal" (p. 101), referring to the fact that only one half of those surveyed engaged in statistical reporting.

Examination of material submitted to the researcher indicates that the trend of dissemination followed in the two previous studies has changed measurably. A bibliography of selected state publications is appended to the report. (See Appendix III)

Summary

Information collected from the nine state education agencies in the sample study indicate the following:

1. that with the exception of one or two states, the state education agency is extremely limited in its ability to mandate library programs which meet established criteria. All states have certification requirements for teaching personnel which usually include additional requirements for library media certification. All states do not have state adopted standards or guidelines for school media programs.

2. that all states do not mandate that schools have libraries or media centers.

3. that only four of the nine states provide state aid specifically for media programs at the school level. Two others provide aid for regional or area education agencies.

4. that the primary role of the library media personnel in the nine states, with the exception of those who administer state or federal funds, is consultative in nature.

5. that the effect of the demise of ESEA Title IVB which has provided funds for salaries, support staff and travel for library media personnel will be to reduce staff, to render many of those presently serving ineffective as travel and support staff funds are removed and to reduce their ability to bring about the improvement of library media programs without the impetus provided by the funds and their accompanying regulations for maintenance of.

effort, etc.

6. that the organizational structure of the unit within the state education agency directly affects its effectiveness in such matters as involvement in curriculum development, input into certification and accreditation guidelines and standards, and providing statistical data and budgetary information for program support.

7. that the majority of the nine states do not provide coordinated and unified programs of library media services. Units with media related responsibilities may be located in as many as six different sections of the state agency.

8. that the professional staff presently serving in the nine state agencies are performing leadership and consultative functions designed to meet stated goals and objectives.

9. that a wide variety of activities are planned and implemented by the staffs of the nine agencies.

10. that little coordination with other type library agencies is presently in effect. With the exception of one or two states, direction for networking and library cooperation is external to the state education agency.

Strengths

The ability of the library media unit of each state to perform its assigned task is affected by the findings mentioned above. Despite these findings the staffs of

sample states have made remarkable strides in meeting their goals. Among the strengths noted by the researcher are the following:

1. Awareness of the need for the provision of personnel to direct library media programs as is evidenced by at least one position in each state studied.

2. Enhancement of the unified media concept by the departments as is evidenced by standards, guidelines, etc. for school library media programs.

3. Legislative provision for direct state aid to school libraries in a number of the states studied. (e.g. Oklahoma, Florida)

4. Staff development programs designed to strengthen and upgrade the qualification of library media personnel at local level.

5. Upgraded certification requirements for library media personnel reflecting the unified media concept.

6. Provision of regional service centers which include trained personnel, media resources, etc. either through legislative mandate or permissive legislation in a number of the states surveyed. (e.g. Iowa, New York)

7. A statewide long range plan for the development of school library media programs and services in several of the states (e.g. New York, Maryland)

8. Systematic planning for service from the state education agency as evidenced by goals, objectives,

activities and means by which to evaluate.

9. Provision of data banks at state and regional levels, often accessible via computer. Service is usually free.

10. Improved coordination of services related to library media through realignment of sections in some state education agencies. (e.g. North Carolina)

Needs

Primary among the needs observed by the researcher are the following:

1. Legislation pertaining to the administration and funding of a library media Program designed to meet the teaching and learning needs of the state.

2. State-wide long range plans for the development of school library media services in each state.

3. Comprehensive programs of research related to state library media statistics.

4. Unification of library media related services and programs within the state education agencies.

5. Adequate numbers of professional personnel to implement effectively the library media services program.

6. Provision of sufficient state monies to fund adequately personnel, programs, and services in library media in state education agencies.

7. Recognition of state agency personnel of the role of the state education agency in providing leadership for cooperative programs, and networks.

Chapter III

A Model for the Library Media Unit in the State Education Agency

Delineation of the role of the state education agency in providing leadership for the development of school library media programs is a matter of continuing concern to many professional groups and to members of the education profession. Over the past two decades various groups have developed position statements for the purpose of providing guidelines for state agencies. However, a number of factors have complicated their efforts to provide workable guidelines. Chief among these are the information explosion and the continuous development of new formats of media and their accompanying technologies, thereby presenting the necessity for expanded concepts of the role and function of the unit responsible for such service.

The traditional positions of school library supervisor and audiovisual consultant, often located in separate divisions of the state education agency, have been affected by the profession's adoption of the unified media concept. This concept, which embraces the theory that all formats of media integral to the teaching learning process are within the purview of the library media program, has brought about a restructuring of library and audiovisual programs at local and school level. The need to provide unified leadership at the state level is evident and has been

recommended by such groups as CCSO, NASTEMP, AASL, and AECT. While some state education agencies have successfully implemented the recommendations, difficulty has been experienced by other state educational agencies as they have attempted to realign positions and to provide financial support for such units. Some have not yet attempted to make such changes.

While the literature is replete with statements describing what should be occurring in the state education with regard to library media programs and services, few states have published case examples describing what is occurring. Data contained within the body of this study not only present the recommendations contained in the literature but also present analyses of what is occurring in nine state education agencies. The model which follows is based upon analyses and synthesis of the data collected.

The model is based upon a number of assumptions:

1. The state is legally responsible for establishing and maintaining a system of education through an education agency authorized to perform specified functions.
2. Among the functions delegated to the education agency should be responsibility for planning and development, regulation, research and data collection, advising and consulting, and dissemination of information.
3. School library media programs and services are

integral to the educational program and are therefore a legitimate concern of the state education agency.

4. Adequate funds to perform the functions delegated to the state education agency must be provided by the legislature. Funding should support both personnel and programs.

5. The most cost effective and efficient organization is one in which all functions related to libraries and media are administered in one unit.

6. A primary function of the library media unit is exercising leadership for the purpose of developing long range plans for a comprehensive statewide program of school library media services based upon educational goals of the state and its citizens.

7. The library media unit should, based upon data gathered, standards for library media programs and other evidence, make budgetary recommendations to the chief state school officer for financial support of school library media programs and personnel.

8. While responsibility for the development of standards, guidelines and certification requirements affecting library media for schools and school personnel may not be a function of the school library media unit, close coordination must exist between the library unit and the unit assigned the responsibility.

9. The library media section should provide leadership

and supervisory services at the local educational level, which will promote the development, operation and utilization of school library media centers and the use of various formats of media.

The organizational structure of the state education agency within which the library media unit operates may take several forms. Two alternatives appear to meet the needs for the provision of library media services. The first which places the library media unit in the Division of Public School Programs and Services is based upon the premise that the most appropriate placement is within a larger unit of the state education agency responsible for instructional programs and services. The second which places the library media unit in an organization responsible for multitype library programs and services is based upon two premises: (1) that all library services, public and school, are an educational function and therefore should be under the jurisdiction of the state education agency, and (2) that all library related functions should be within the same organizational unit permitting increased cooperation and more effective use of resources.

Acceptance of the premise that all library media related services and programs should be placed in one unit within the state education agency (Figure I) would indicate that all regulatory, leadership, and service

functions for the state agency and the local education agencies would be administered by the unit's director. Some regulatory functions, however, may be more appropriately assigned to the agency's division charged with those functions, e.g. teacher certification and school accreditation. Should this occur the regulatory functions should be closely coordinated by the units involved.

The structure presented in the organizational charts which follow portrays the two alternatives. They are modeled after the structures used in the states of North Carolina (Figure II) and Maryland and Wisconsin (Figure III). The actual organizational structures used in these states may be seen in Appendix II.

The School Library Media Services unit should be comprised of several sections. These are as follows: School Library Media Programs and Services, Instructional Television Programs and Services, Media Production, and the Information Center. (Note that if the school library media services unit is a part of a division charged with the administration and supervision of multitype libraries, as is the case in Maryland and Wisconsin, the Information Center may be organized outside the unit, enabling it to provide broader service.) The newer technologies such as computers should be included in the organizational structure of the unit. It is inappropriate to separate any format of

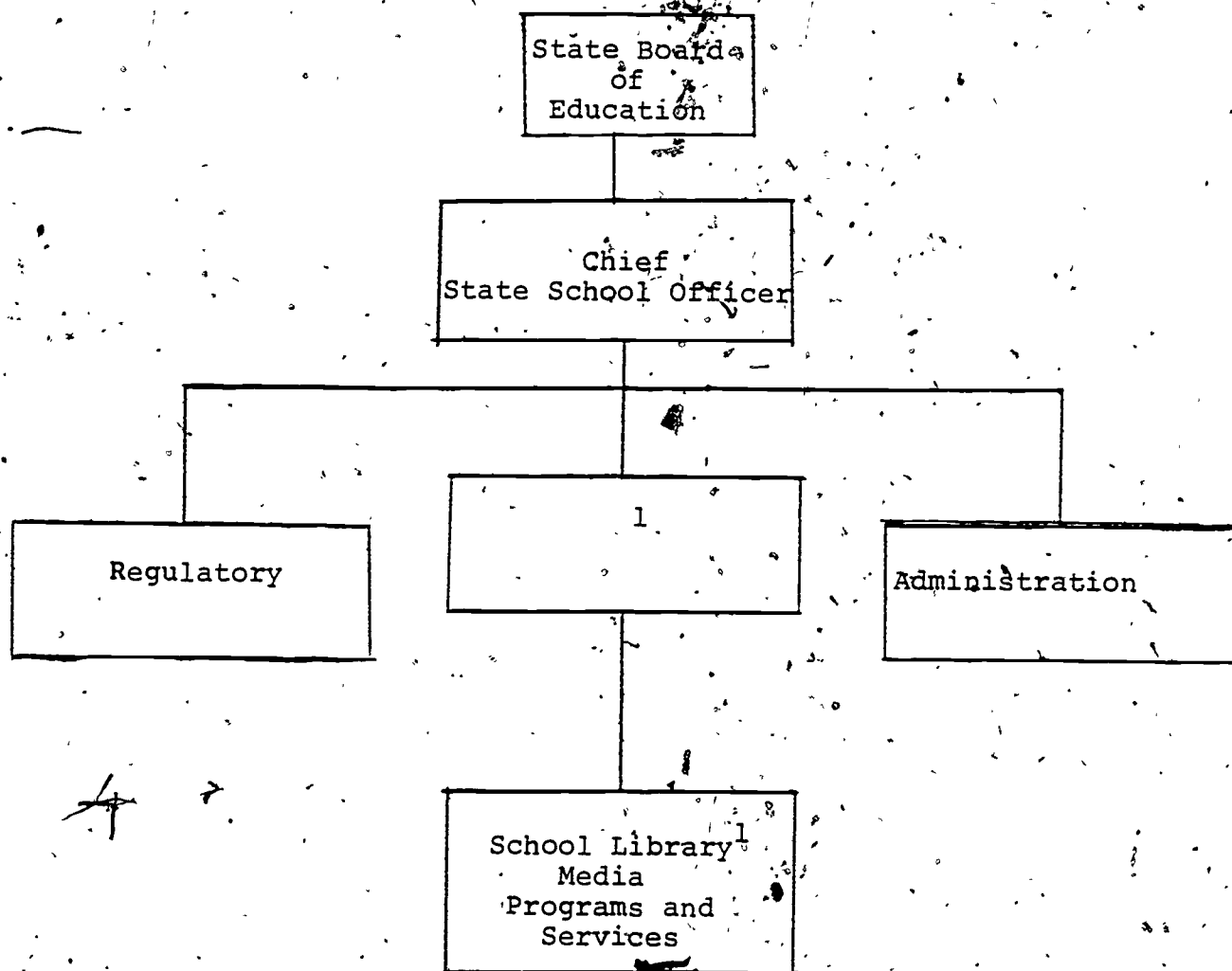
media which contributes to more effective teaching and learning.

Functions assigned to the sections within the unit are depicted in Figures IV and V. Suggested functions of the School Library Media Programs and Services section and the Instructional Television Programs and Services Section are those leadership and regulatory functions recommended by the CCSSO, the American Association of School Librarians, the Association for Educational Communications and Technology, the National Commission for Libraries and Information Services, NASTEMP, and other state and national professional groups. The activities listed under the various functions are meant merely to serve as examples and are not comprehensive.

Figures VI and VII suggest appropriate roles for the Media Support Services Section and the Information Center. The primary responsibility of the Media Support Services Section is to the staff of the state education agency. The Information Center may serve the staff, local education agencies, and other state governmental agencies as well as the public depending upon the organizational structure of the state education agency. If, for example, multitype library service is a function of the state education agency, the center will most likely serve all of the clientele listed above.

Figure 1

The Organization of the School Library Media Unit as an Integral Component of the State Education Agency Programs and Services.



¹ May be placed in the division of Public School Programs and Services or the Division for Multitype Library Services

Figure II

An Alternative Placement of School Library Media Services as a Section Within the Division of Public School Programs and Services

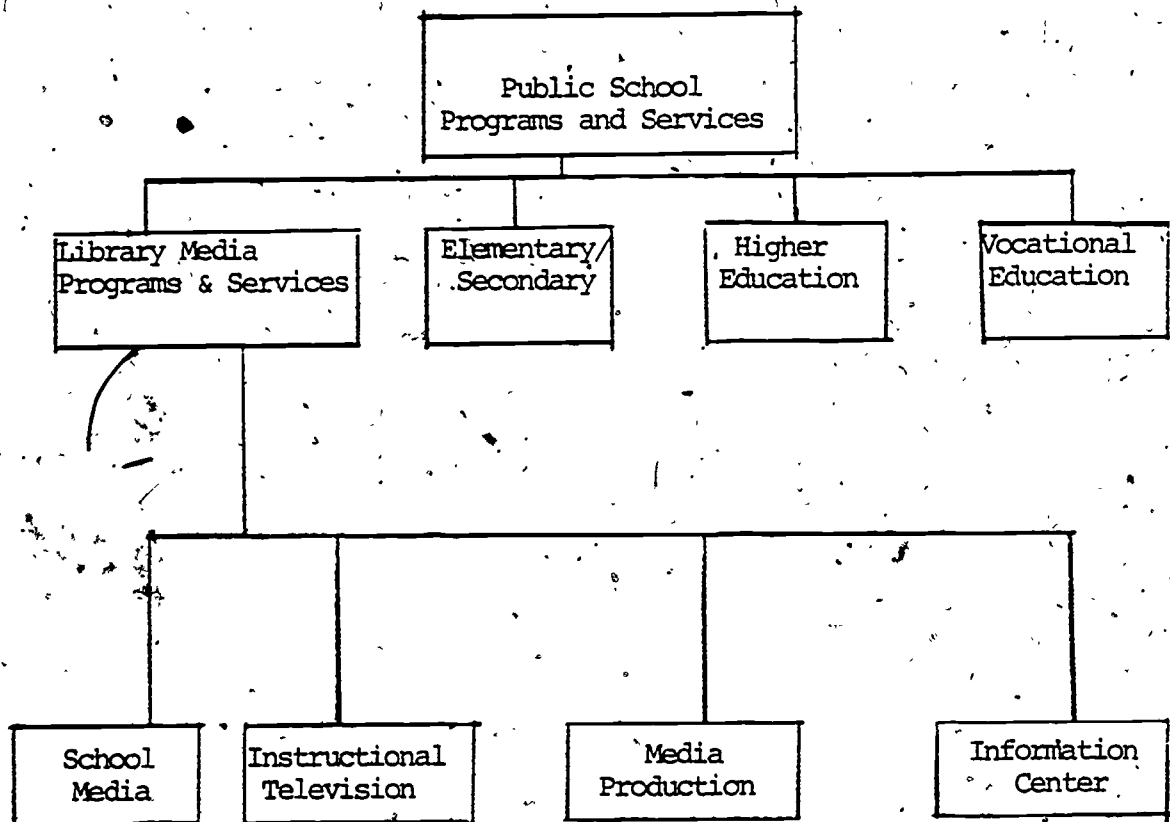
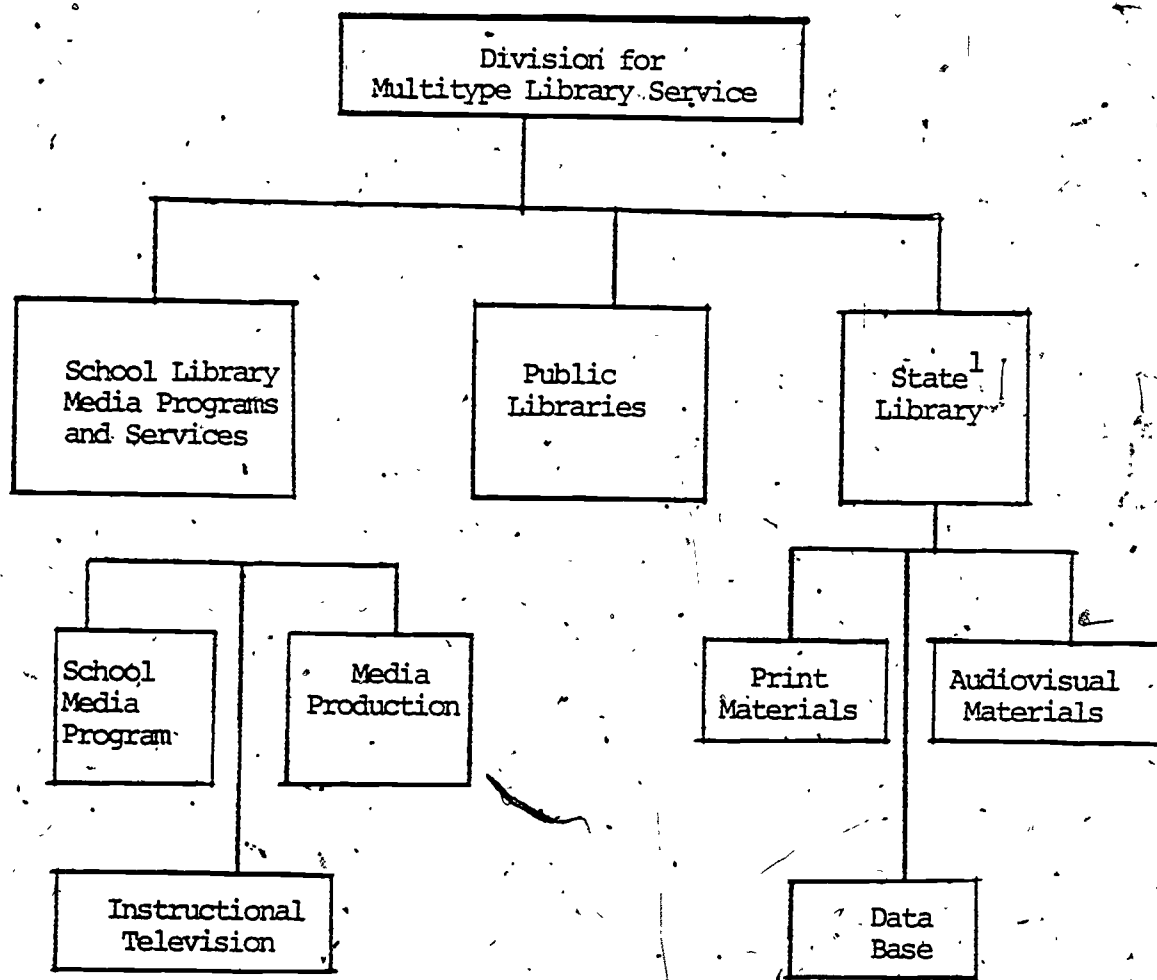


Figure III

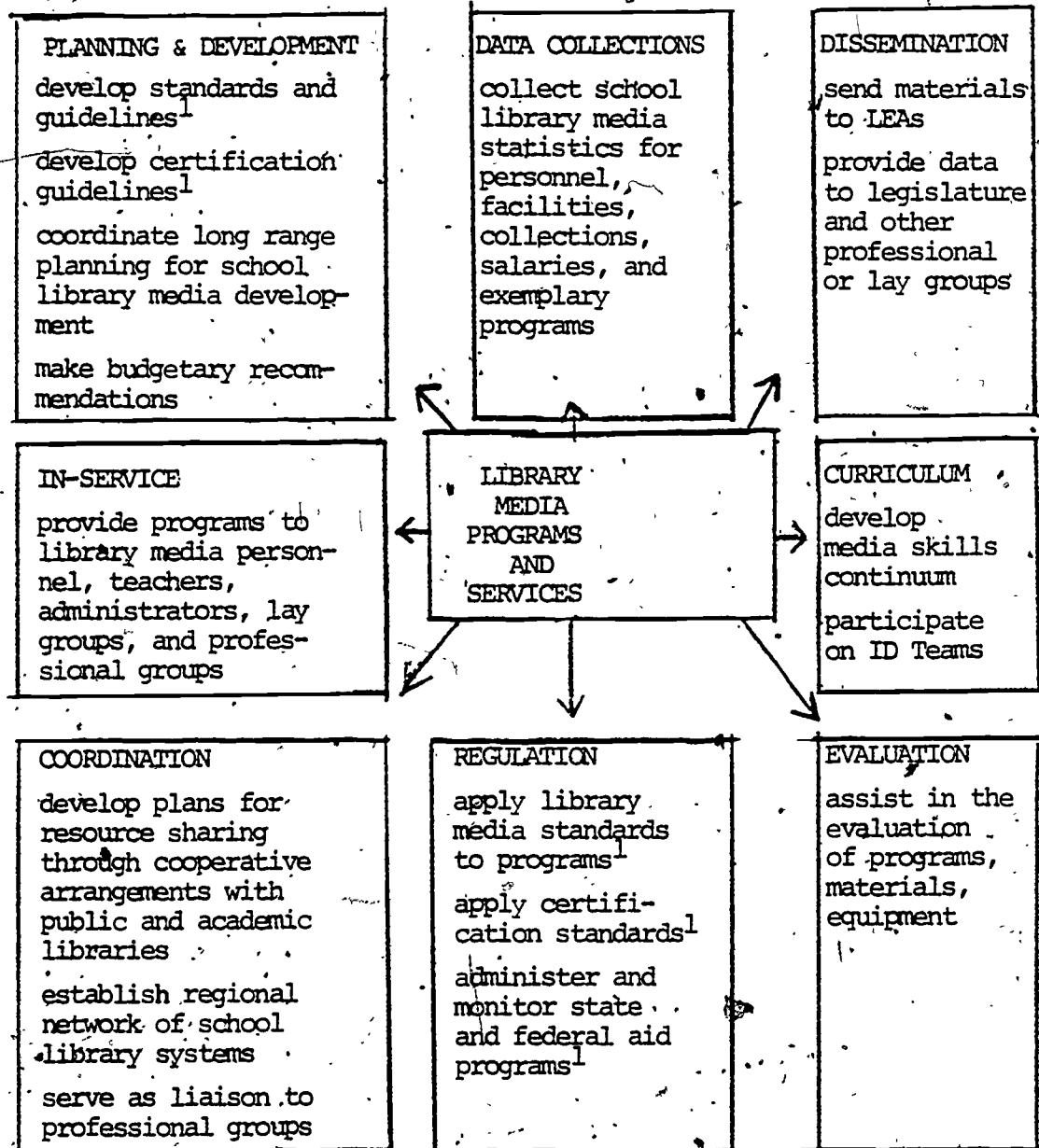
An Alternative Placement of School Library Media Programs As
a Section Within the Division for Multitype Library Service



¹Provides state information center which includes materials indicated

Figure IV

Functions and Activities of the Library Media Programs and Services Section of the School Library Media Unit

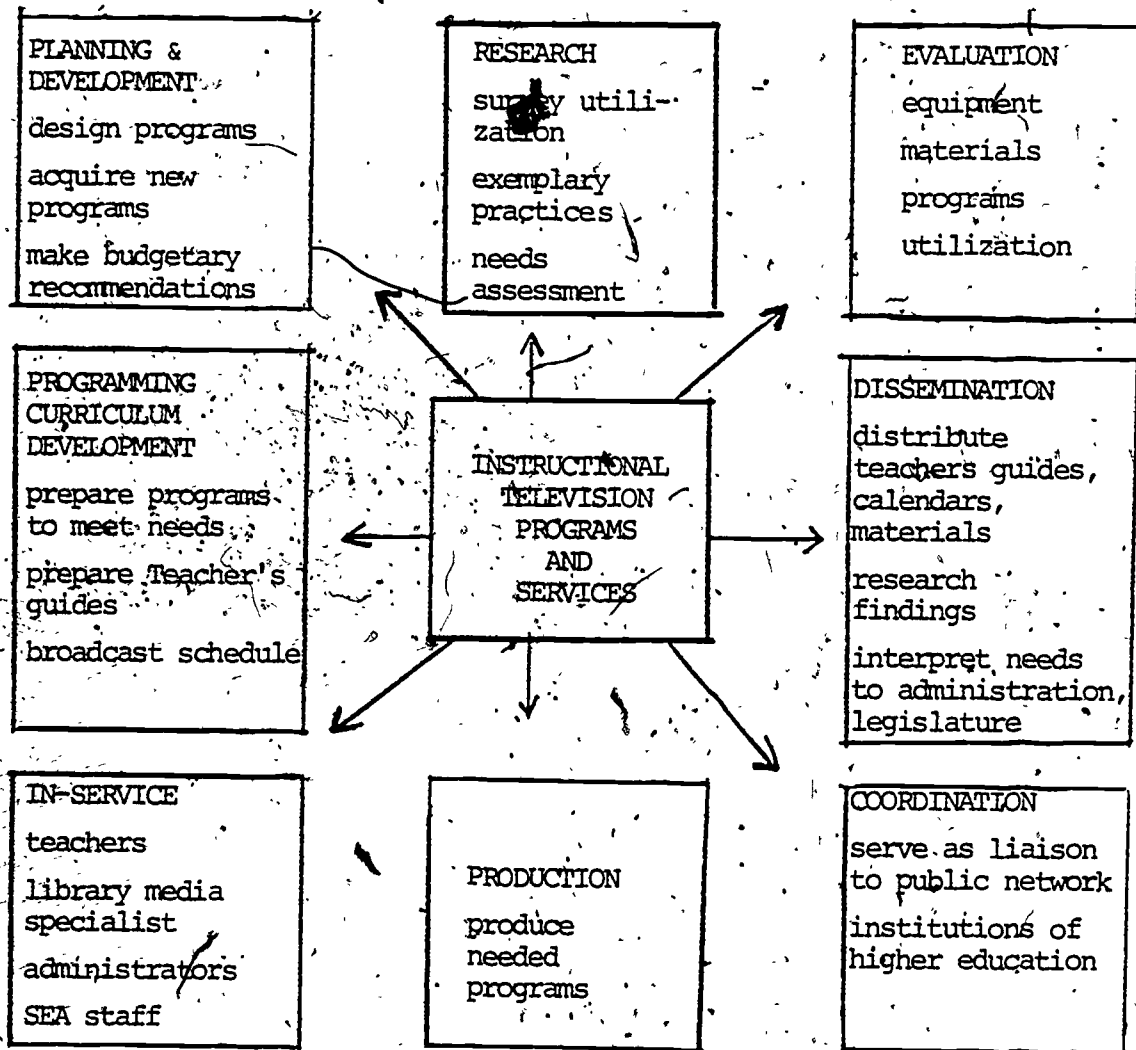


Goal: To provide leadership in the development of school library media services to afford maximum integration of media into the teaching learning process.

¹ may be in liaison with other areas of the state agency

Figure V

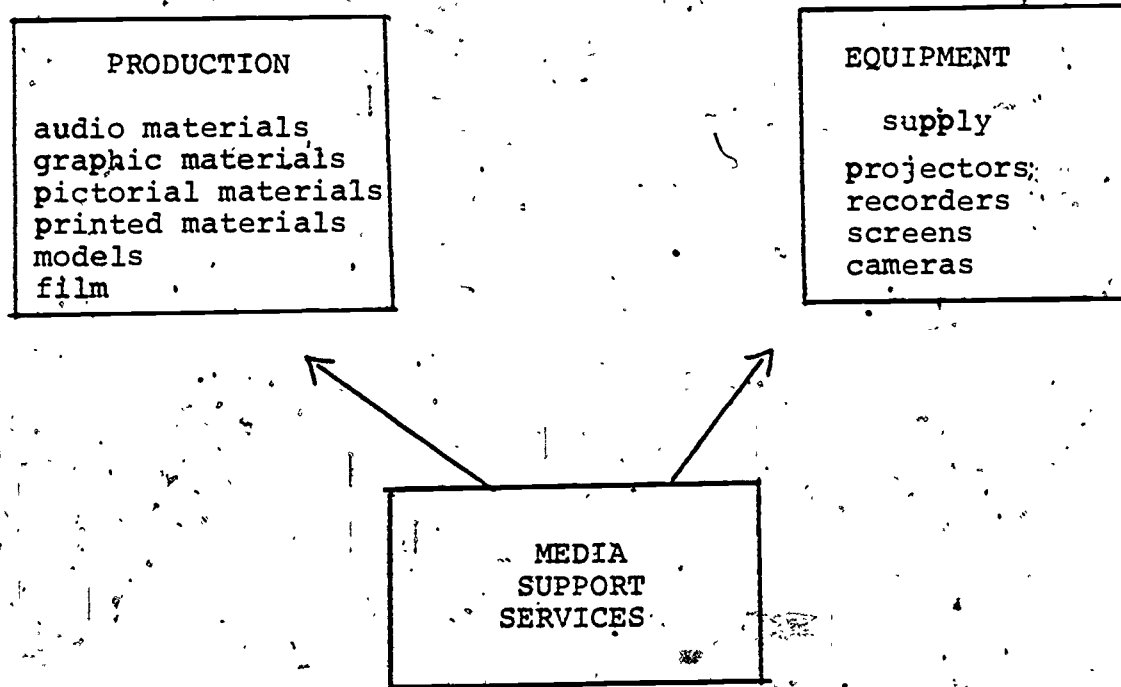
Functions and Activities of the Instructional Television Programs and Services Section of the School Library Media Unit



Goal: To provide leadership in the development, programming and effective utilization of instructional television.

Figure VI

Functions and Activities of the Media Support Services
Section of the State Education Agency

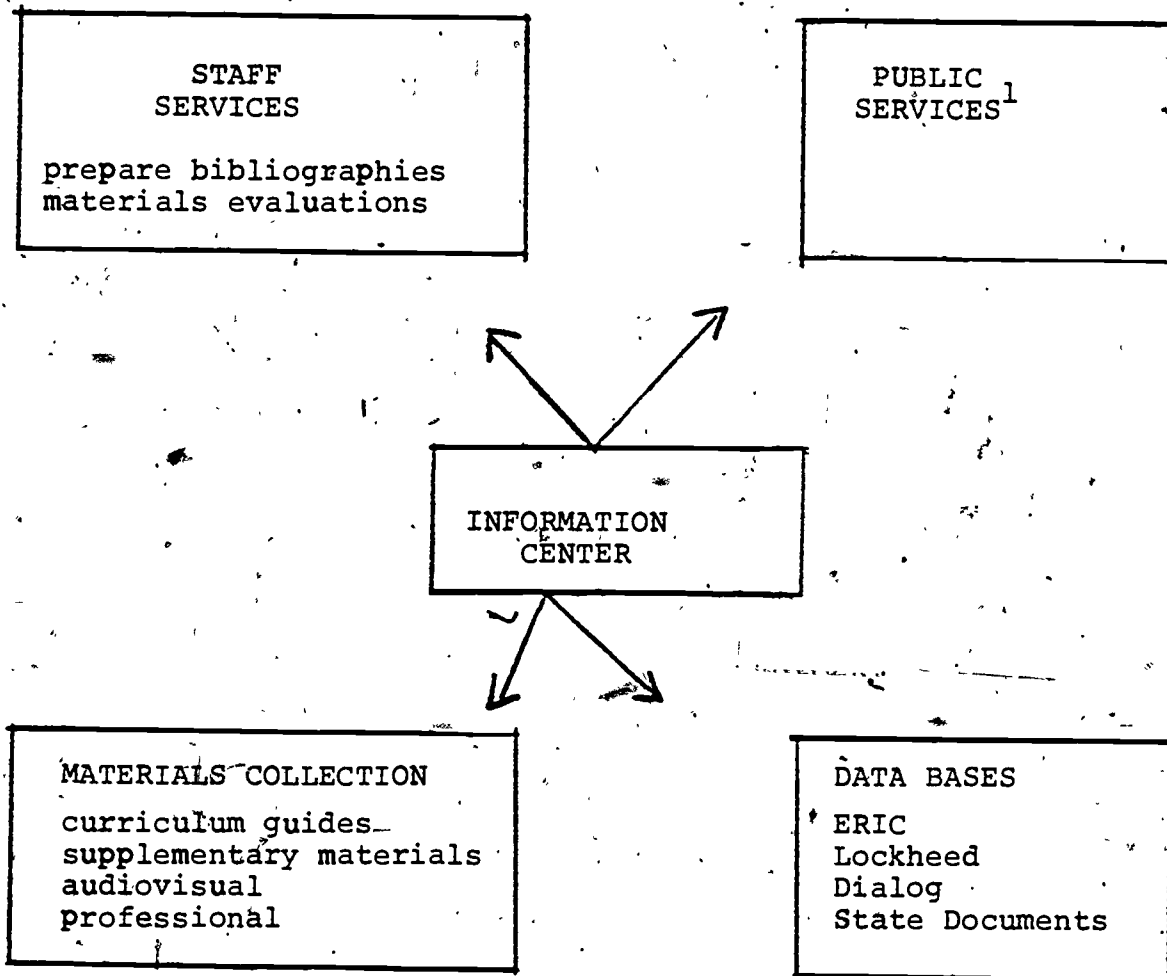


Goal: To coordinate and supervise the design and production of materials needed to implement the programs of the state education agency

To provide equipment needed to facilitate use of materials by state agency staff

Figure VII

Functions and Activities of the Information Center of the
State Education Agency



Goal: Provide print and nonprint resources needed by staff of the state education agency

Provide data base for local education agencies of specialized educational resources, i.e. ERIC documents, state materials.

¹Only if part of state library

Personnel

Personnel with varying specializations are required for the effective operation of the model. A full range of competencies are required to implement the program, hence the staff must include professional, technical, and clerical personnel. Professional staff should include the program director whose primary role is administration, planning and development; consultants or specialists whose role is to provide leadership, advice and technical assistance to the state and local education agencies; and technicians who will be involved in media production operations such as graphics, photography, television and printing. Clerical and technical support are needed for routine functions.

The job descriptions which follow are examples of the differentiated staffing pattern used in North Carolina. They are included merely to serve as examples of the type personnel needed to adequately staff the library media unit.

Position: Educational Media Consultant II
(Assistant to the Director)

Salary Range: \$19,476-\$28,452

General Duties:

This position serves in the Administrative Area of the Division of Educational Media; a Division (composed of six specialized sections) that functions as one of the curricular areas of Instructional Services as well as a technical support service to the entire Agency. This position assists the Director in carrying out the various administrative responsibilities of the Division by working closely with the six section heads in carrying out the missions of their respective sections, by serving as a liaison for the Division with other State Agencies, colleges and universities, and professional organizations, and by representing the Division Director on various councils, boards, and professional and citizen advisory groups when she can not be present.

Some major areas of responsibility include:

- (a) coordinate the purchasing and accounting procedures for the six sections of the Division including the design specifications for items and services that require special contracts to be prepared and negotiated.
- (b) coordinate the preparation of contract items to be presented to the State Board of Education and supervise the execution of said contracts with outside agencies and the Controller's Office.
- (c) work with the six section heads of the Division in ascertaining items to be considered in the preparation of continuation and expansion budgets for the Division.
- (d) coordinate the design of data gathering instruments and the administration and collection by the Division in program planning and evaluation
- (e) work with the staffs of the Title IV-B and Title IV-C offices to promote the most advantageous applications of Federal funds for media-related

acquisitions and programs.

- (f) represent the Division on the State Library Networking Committee in their effort to define and establish cooperating policies for school library/media centers with public libraries and other state agencies.
- (g) represent the Division at SOLINET users meetings and provide consultative services to LEAs interested in joining with N.C. Regional SOLINET Network.

Recruitment Standards - Qualifications:

Master's Degree with specialization in Library Science and Educational Technology and a minimum of four years experience in Library/Media as an LEA library/media supervisor, State Department Consultant, college professor in media field or an equivalent combination of education and experience. Ability to write and speak clearly, work well with people, and free to travel throughout the State.

Position: Educational Media Consultant II

Salary Range: \$17,652-\$23,472

General Duties:

Administer and supervise the Media Support Services Section for the agency which includes a production and support services staff of eight technical and clerical positions; overall administration of a professional 16mm staff development film collection that serves both the agency and individual school systems of the state; maintain an extensive pool of audiovisual and video equipment for loan to agency personnel and supervise the preventative maintenance and simple repair of all equipment; conduct workshops for local educational agencies and agency consultants in quality production of all types of graphic and photographic materials as well as good utilization techniques for effective use of educational materials and all types of media equipment.

Qualifications:

Master's Degree in Education with specialization in the educational media, audiovisual and graphic communications areas; at least three years experience in an administrative and/or supervisory position in the audiovisual and graphic communications areas; or an equivalent combination of education and experience. Possession of, or eligibility for Media Specialist Certification (077) in North Carolina.

Position: Educational Media Consultant I

Salary Range: \$17,028-\$24,684

General Duties:

Assist local educational agencies in the implementation of effective media programs and in the utilization of all educational materials and equipment; cooperate with other consultants in carrying out the overall responsibilities of the Division which include conducting a variety of staff development workshops (e.g. production, utilization, media program) for local educational agencies, reviewing blueprints of media facilities, conducting on-site surveys of media programs and facilities, reviewing and writing annotations for all types of media in the Materials Review and Evaluation Center, and work with the telecommunications Section to promote the effective use of school television throughout the State.

Minimum Qualifications:

Masters Degree in Education with specialization in educational media and/or library science; at least two years successful media experience at the school level; or an equivalent combination of education and experience; and possession of, or eligibility for, Media Coordinator certification in North Carolina. Must be free to travel as needed across the State. Applicants deficient in any of the above requirements need not apply.

Position: Educational Media Consultant I

Salary Range: \$17,028-\$24,684

General Duties:

This employee will have the following responsibilities in the Materials Review and Evaluation Center, Raleigh, NC

Review, evaluate, write annotations describing print and nonprint materials submitted for inclusion on annotated bibliographies to be distributed to schools.

Verify, edit, proof annotations written by Department consultants, educators from LEAs.

Supervise typing, proofing of final drafts of publications.

Assist in supervising mailing of publications.

Assist in training Department consultants, teachers, media personnel, students in teacher education classes how to review and evaluate materials.

Conduct orientation sessions in the Center.

Write, update, supplement evaluation instruments used for evaluation and selection of materials.

Assist DPI and LEA personnel in selecting appropriate instructional materials from the Center's collection to support school curricula and concepts taught in workshops.

Explain Center's resources and services to visitors, school personnel, Department staff, publishers' and producer' representatives, college and university students and instructors.

Assist in supervising activities assigned to staff personnel in the Center and, in the Chief Consultant's absence, assume responsibility for the Section.

Qualifications:

College degree, preferably M.A. in English, or B.A. with advanced (graduate) courses in literary criticism, grammar, and composition; training in use of audiovisual equipment; library science courses; teaching experience (2 years minimum in classroom) on as many grade levels as possible, in as wide-ranging a number of subject areas as possible; any journalistic experience, either writing for or editing educational publications; familiarity with school curriculum; genuine interest in reading, writing; the ability to distill

the value, or lack thereof, of educational materials into succinct, lucid written form; a "feel" for language and a sense of style, especially as critical, evaluative tool.

Position: Educational Media Consultant I
(Instructional Television Utilization Consultant)

Salary Range: \$15,396-\$20,376

General Duties:

Assist local educational agencies to improve their secondary education programs through effective use of instructional television (ITV) and other media made available by the State Department of Public Instruction; plan and conduct a variety of ITV utilization workshops for instructional personnel and school administrators; work with other consultants in Educational Media and other divisions in the State Department of Public Instruction to integrate ITV programming into their efforts in serving the needs of the Public schools; write and edit material for the school television catalog, teachers' guide, the Educational Media Bulletin, and other educational publications; conduct on-site evaluation of school television programs and assist in ITV utilization surveys; review media and write annotations for advisory lists prepared by the Materials Review and Evaluation Center.

Qualifications:

Master's Degree in Education with specialization in Educational Media; at least two years of successful media experience in secondary education or two years of successful teaching or supervision experience in secondary education in which ITV was used effectively as part of the instructional program; or an equivalent combination of education and experience. Must be free to travel in state as a regular part of this job. Applicants deficient in any of these requirements need not apply.

Position: Educational Media Technician

Working Title: Media Technician

Organizational Area: Educational Media Division

Budgeted Salary: \$11,940.

General Duties:

- Operate and assist with maintenance of all audiovisual and office equipment in the Center; maintain inventory of equipment and furniture.

Maintain records on audiovisual materials received from producers, e.g., keeping logs of what is received, knowing status of materials in the evaluation process, returning all items to producers after review and display period. (This record keeping is vitally important; will be done by computer.)

Lift and carry heavy loads of equipment, materials, and mail.

Assist visitors in the Center; locate materials and audiovisual equipment; instruct them in use of machines when necessary.

Assist educators with use of microcomputers, enabling them to evaluate computer courseware.

Assist with rearranging furniture to accommodate special groups meeting in the Center.

Assist with maintenance of display collections, dismantling older ones and arranging newer ones on shelves.

Type correspondence, reports, catalog cards, and miscellaneous items accurately and efficiently.

Maintain storage area, inventory supplies, and bibliographies on hand; organize and store special cartons equipped for mailing expensive materials back to producers.

Monitor mechanical condition of the Division's assigned station wagon and schedule necessary repairs.

Collate, staple, stuff and mail large volumes of materials.

Qualifications:

High school diploma; additional courses in business and educational media desirable; training in use and simple

maintenance of a wide assortment of office machines, e.g., copier and audiovisual equipment, e.g., 16mm films, sound filmstrips, and slide projectors; audio tape recorders, video equipment, microfilm and microfiche readers, and microcomputers, and two years of work experience; or an equivalent combination of education and experience.

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(1978) tit. 6, sec. 6-204; tit. 23, sec. 23-101-407.
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sec. 43.70; sec. 43.72.

Appendix I

A Suggested Model

for
Legislation

The School Library Media Services

ACT of 1975

AN ACT relating to library media services in the elementary and secondary schools of this State.

WHEREAS, In a modern technological society improved techniques and methods of instruction are required to meet the needs of students; and

WHEREAS, Innovative programs that stress student progress through individualized learning rely heavily on educational media; and

WHEREAS, School library media programs are categorical in nature because they support all levels and abilities in total curriculum areas, and

WHEREAS, A need exists in the schools of this State for certified specialists who can fully involve students and teachers in the effective use of instructional media and corresponding equipment in a modern instructional environment; and

WHEREAS, The State has a shared responsibility for media library development as an integral part of the total educational process; and

WHEREAS, This growing need for specialized instructional support can best be met by a combined State and local effort, therefore,

BE IT EN-ACTED BY THE PEOPLE OF THE STATE OF ILLINOIS, REPRESENTED IN THE GENERAL ASSEMBLY

Section 1. This Act shall be known and may be cited as: "The School Library Media Services Act of 1975"

Section 2. As used in this ACT "Superintendent" means Superintendent of Public Instruction.

"Board" means the State Board of Education.

"Certified Personnel" -- Audiovisual Specialist, Librarian, Instructional Materials Specialist, Media Specialist -- have the meanings ascribed to those terms in either the current Standards for Educational Media Programs in Illinois, as now or hereafter amended, or the certification criteria as defined by the Office of the Superintendent of Public Instruction or the Board.

"Media" includes, but is not limited to, books (exclusive of textbooks), periodicals, pamphlets, newspapers, monographs, 16mm and 8mm films, 35mm filmstrips, slides, transparencies, disc and tape recordings, maps, globes, charts, graphs, posters, cartoons, realia, and display boards.

Section 3. The Superintendent or Board, as the case may be, shall administer the provisions of this Act and shall prescribe such rules and regulations as are necessary to carry out the provisions of the Act. The costs of the administration of the provisions of this Act shall be included in the appropriation for this Act.

Section 4. An advisory committee of members shall be appointed by the Superintendent to recommend rules and regulations for administering this Act and to assist school districts in developing plans for implementation of library media programs.

The Committee shall consist of 19 persons appointed by the Superintendent and the Board considering the recommendations of the Illinois Audio-Visual Association, the Illinois Association of School Librarians, and the Illinois Library Association, and shall include representatives from both elementary and secondary education: 3 School librarians, 3 Audio-Visual specialists, 3 Classroom teachers, 1 Curriculum director, 1 School principal, 1 School superintendent, 1 Educational Service Region superintendent, 2 Educators in the Media Library Field -- Higher Education, 2 Members of House appointed by Speaker and Minority Leader, 2 Members of Senate appointed by President and Minority Leader.

The head of the Media and Library Services Unit in the Office of the Superintendent of Public Instruction, the Director of the State Library, a Representative from the Illinois Association of School Boards, a Representative from the Illinois Association of School Business Officials, and the executive secretary of the Illinois Library Association shall act as non-voting ex-officio members.

The Advisory Committee shall meet at least four times a year.

The Advisory Committee shall elect its own chairman and vice chairman.

The head of the Media and Library Services Unit in the OSPI shall serve as secretary and may vote to break a tie vote.

Committee members shall serve without compensation but may be reimbursed for expenses incurred as members of the committee.

Each actual member shall serve for a term of three years or until a successor is appointed. Terms shall be staggered, and no person shall serve for more than two consecutive terms.

The Advisory Committee shall make recommendations to the Superintendent and the Board on matters such as:

- a. Establishment of rules and regulations for administering the School Library Media Services Act of 1975 and for assisting

school districts in developing plans for implementation of library media programs.

- b. Assessment of the feasibility and development of operational plans for media cooperatives.
- c. Formulation of policies for the Media and Library Services Unit of the Office of the Superintendent of Public Instruction.
- d. Certification of library media personnel.
- e. Recognition and supervision of library media programs in Illinois schools.
- f. Dissemination of information on goals, policies, and work of library media services to all educational agencies and the general public.
- g. Administration of policies for federal and state funded library media programs.
- h. Continued development and enforcement of standards for library media programs.

Section 5. For school with an average daily attendance of up to 500 pupils, the Superintendent and Board may grant the sum of \$10,000 for an approved project for staff, materials, and equipment needed for educational media utilization for implementing library media programs including individualized learning experiences. In order to be eligible for a grant, a school district must employ at least one certified library media professional, must meet library media standards as recommended by OSPI, or must have an acceptable plan for attaining these standards.

For schools with an average daily attendance of 501 pupils or over, the Superintendent and Board may grant the sum of \$20,000 for an approved project for staff, materials, and equipment needed for educational media utilization for implementing library media programs including individualized learning experiences. In order to be eligible for a grant, a school district must employ at least one certified library media professional, must meet library media standards as recommended by OSPI, or must have an acceptable plan for attaining these standards.

Section 6. A minimum of 50 grants for schools under 500 pupils and a minimum of 25 grants for school of 501 or more pupils shall be funded during each year of the Act.

Section 7. Grants will be awarded for a maximum of two years for any one school. A procedure for evaluation of the program must be included in the school's proposal for a grant.

Section 8. The Superintendent and the Board may approve requests for funds to be used in assessing feasibility for developing operational plans for media cooperation.

Section 9. In awarding grants, consideration shall be given to distribution of grants among six educational regions of the state.

Section 10. If any provision or application of this Act is declared unconstitutional it is the intent of the General Assembly that the other provisions and applications of this Act are declared severable.

Section 11. This Act takes effect July 1, 1975.

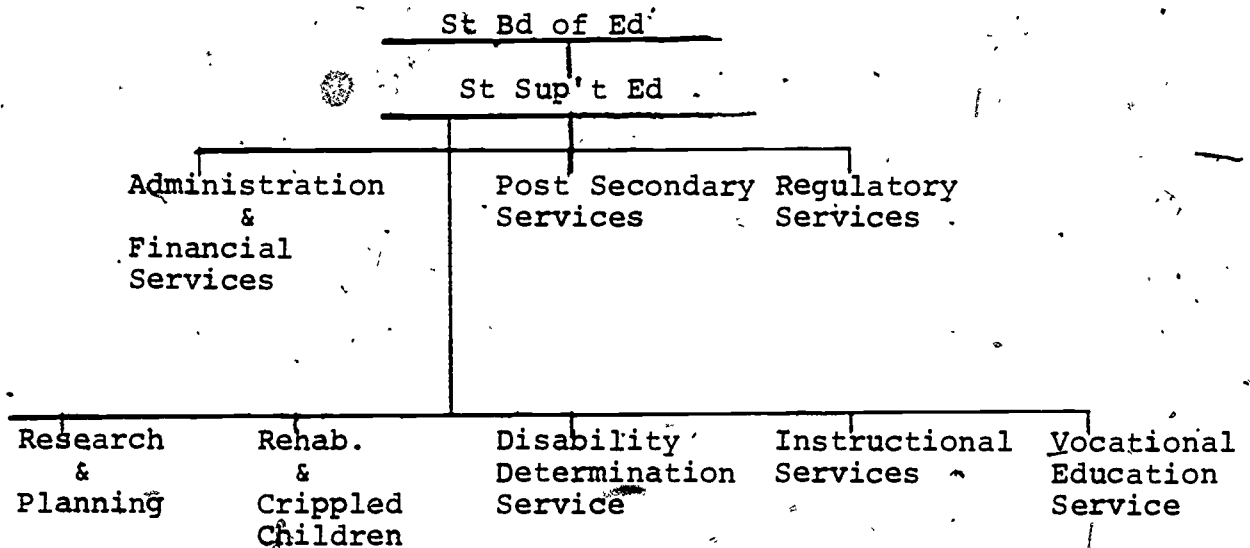
Appendix II

State Organizational Charts

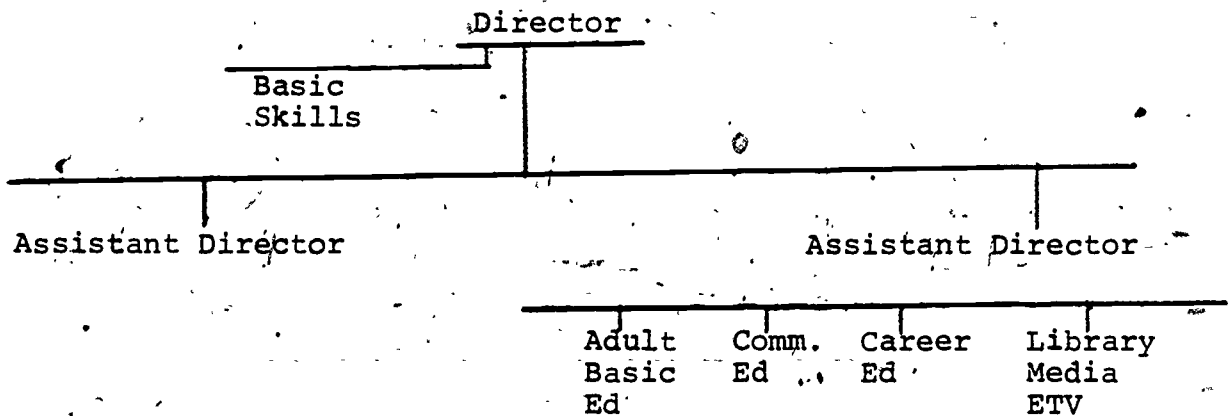
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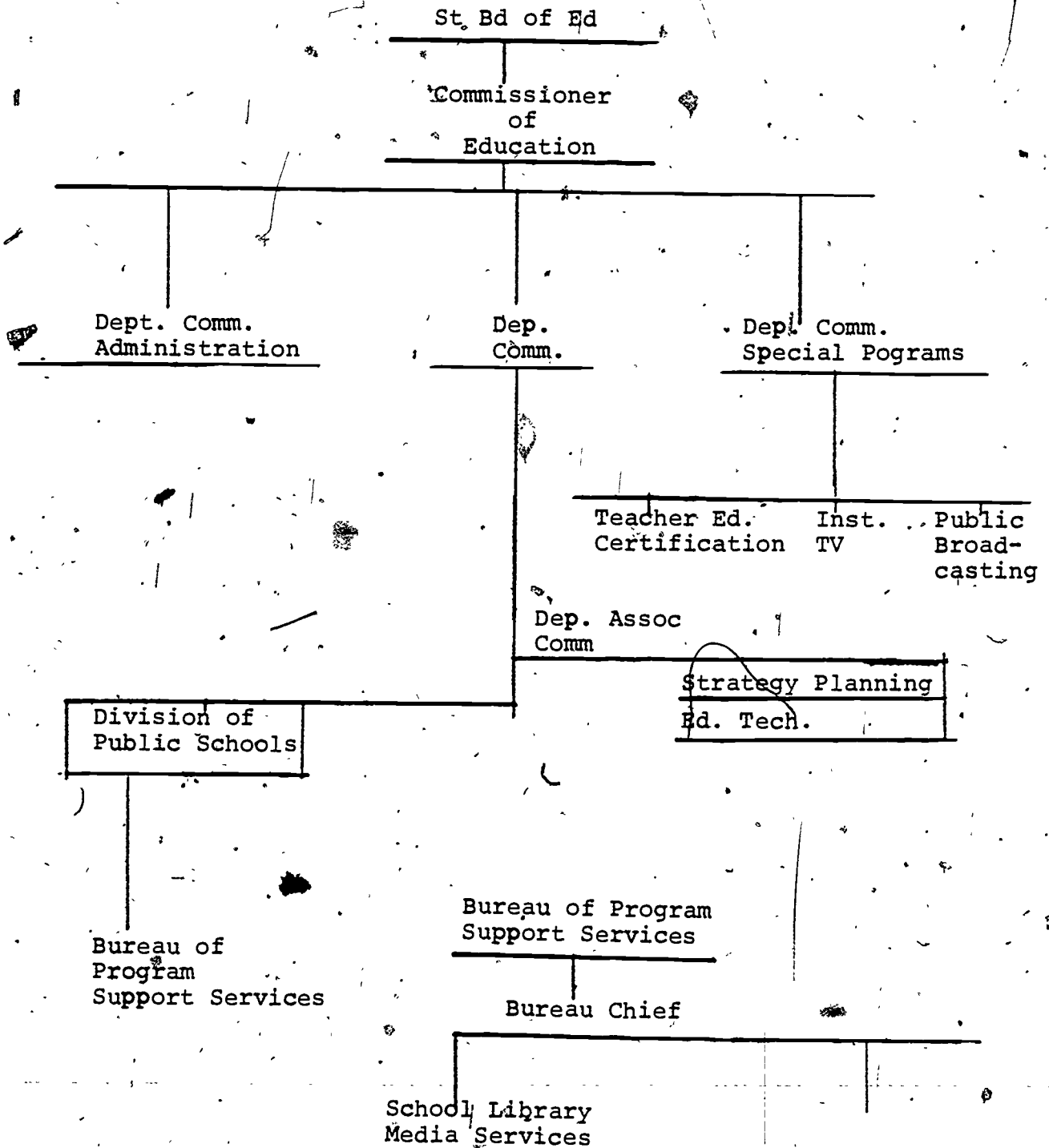
Alabama
Organizational Chart



Division of Instructional Services



Florida
Organizational Chart



Iowa

Organizational Chart

State Bd. of Public Instruction

State Superintendent

Instruction
and Professional
Ed. Branch

Field Services
Supervision

ESEA Title IV

Instruction
&
Curriculum

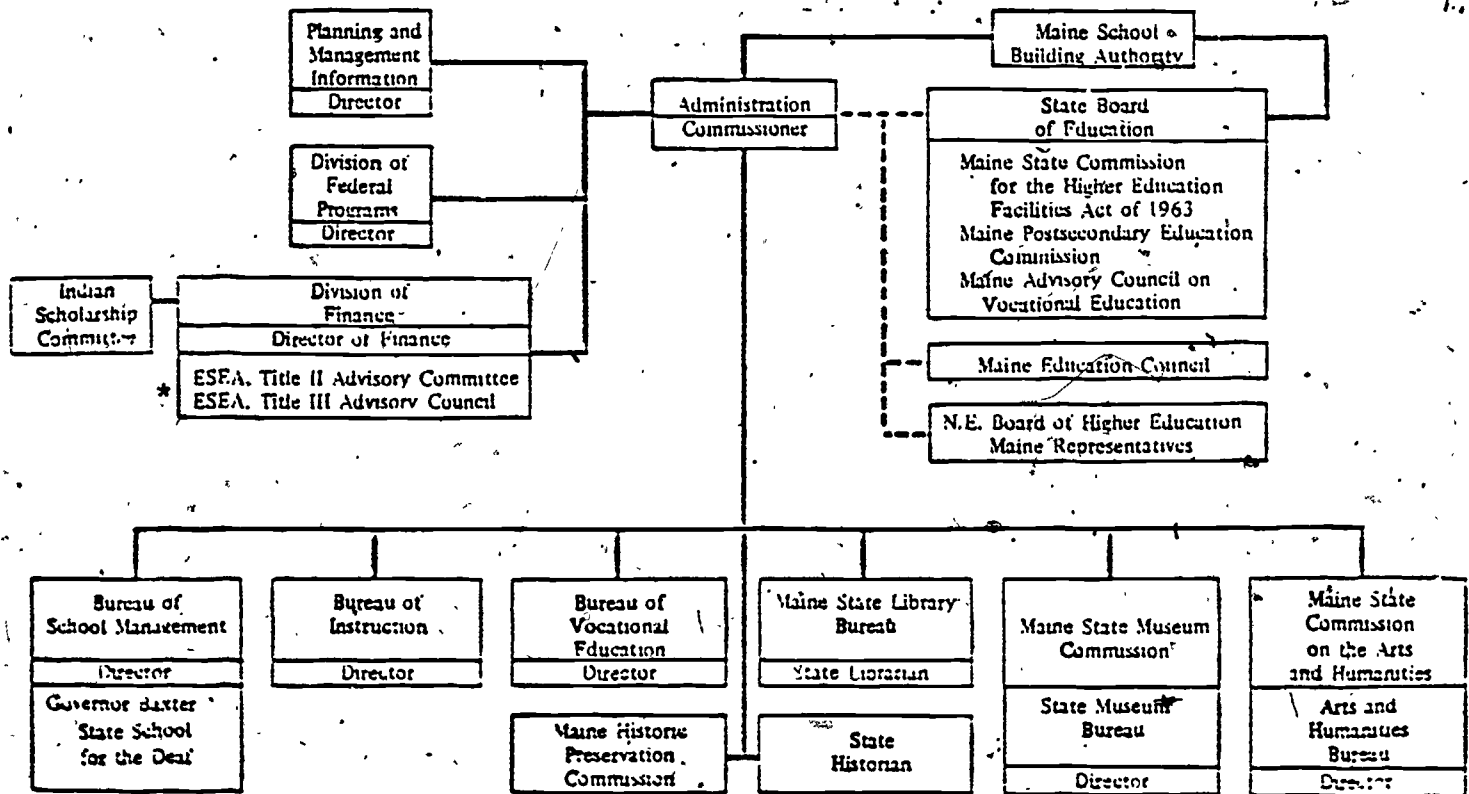
Alternative
Programs Section

Teacher Ed
&
Certification

Maine Organizational Chart

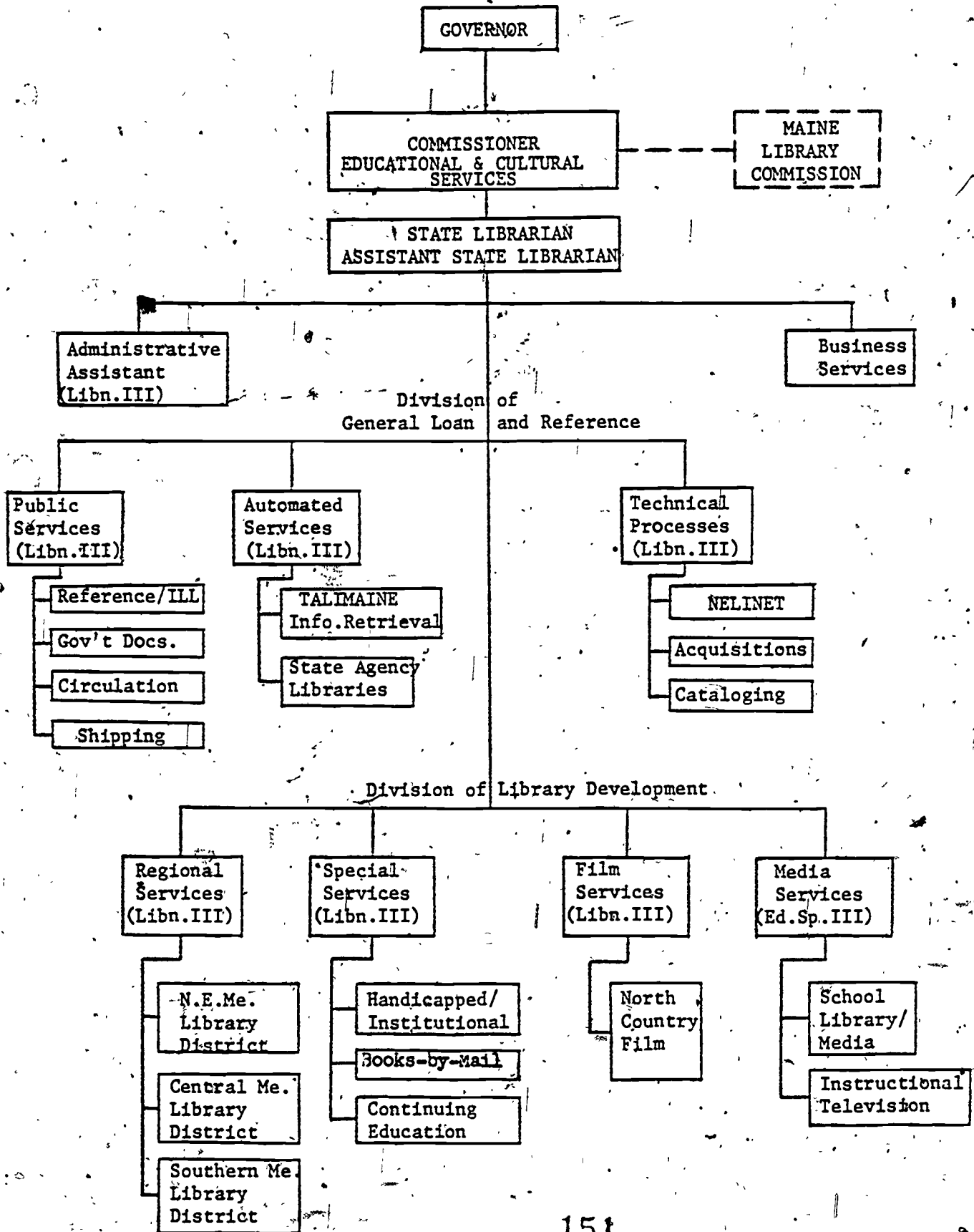
1974

ORGANIZATION CHART DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES



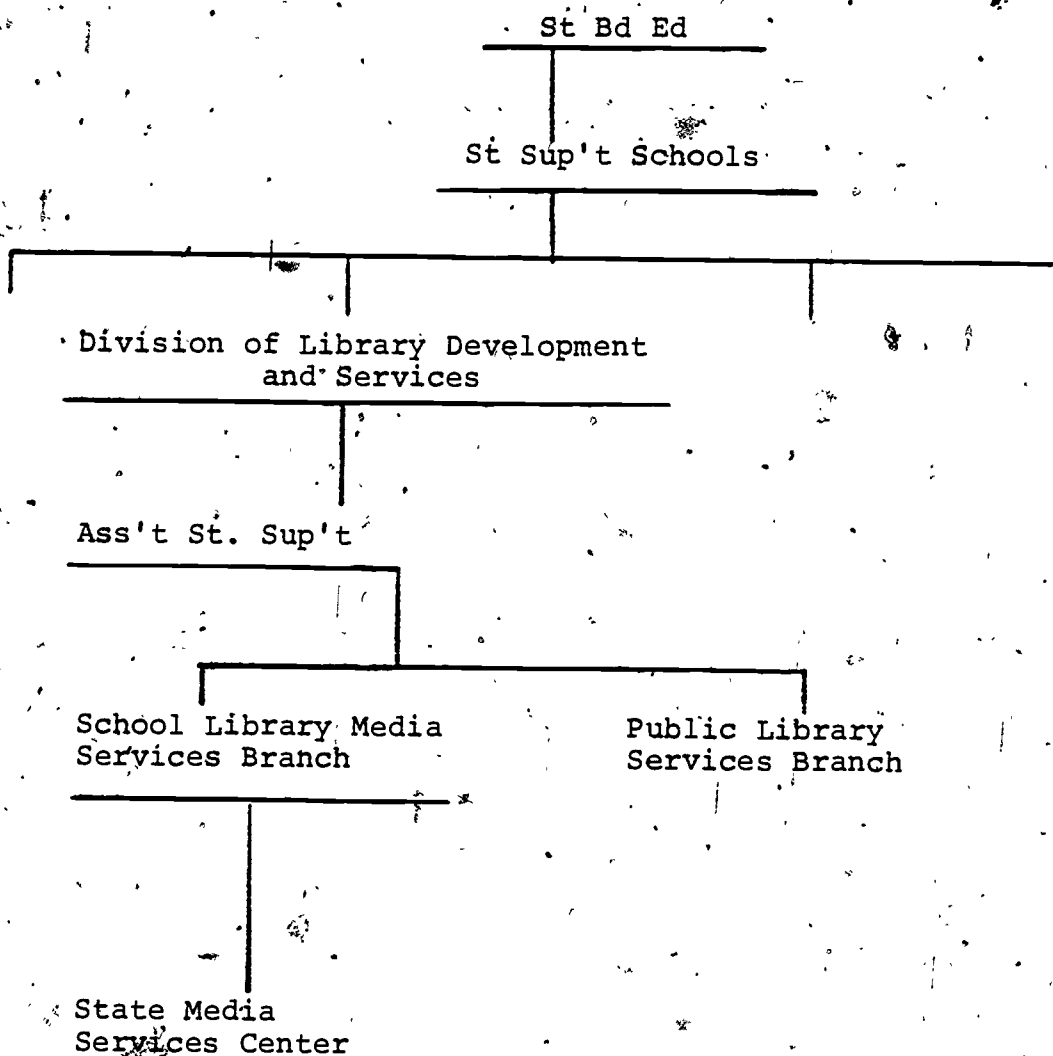
*Merged in 1975 to ESEA Title IV Advisory Council

MAINE STATE LIBRARY



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Maryland
Organizational Chart



New York
Organizational Chart

Board of Regents

Comm of Ed

Office of Adm Serv

Bureau of
Publications

Office of
Elementary
Secondary
Education

Office of
Cultural
Education

State Librarian

Office of
Ed. &
Curricular
Services

Coll. Management
&
Network Services

Bureau of
Ed. Comm

Bureau of
Mass. Comm.

Bureau of
School
Libraries

North Carolina
Organizational Chart

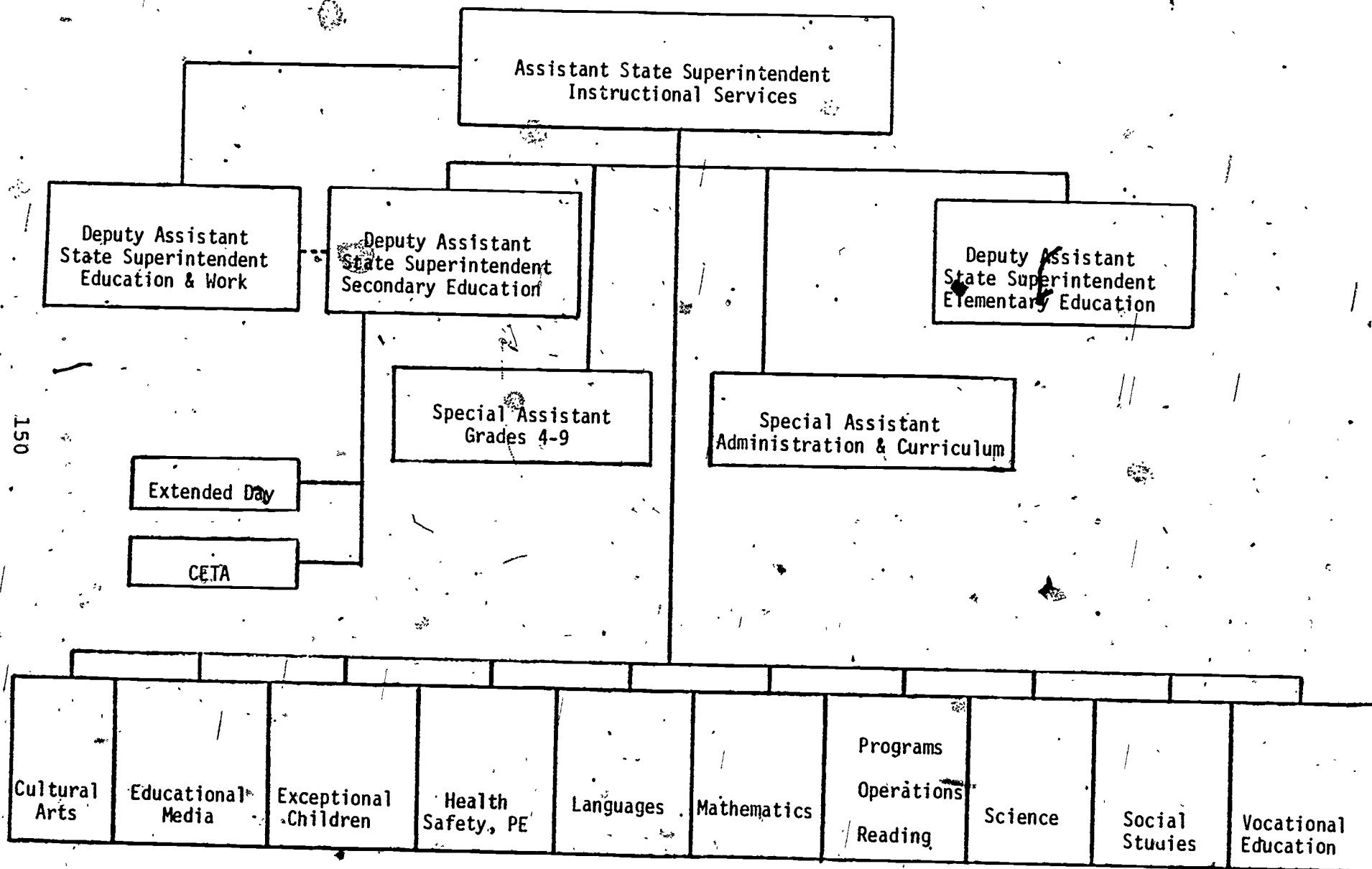
St Bd Ed

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graph TD; A[St Bd Ed] --> B[St Sup't Public Instruction]; B --> C[Ass't St Sup't Instructional Services];
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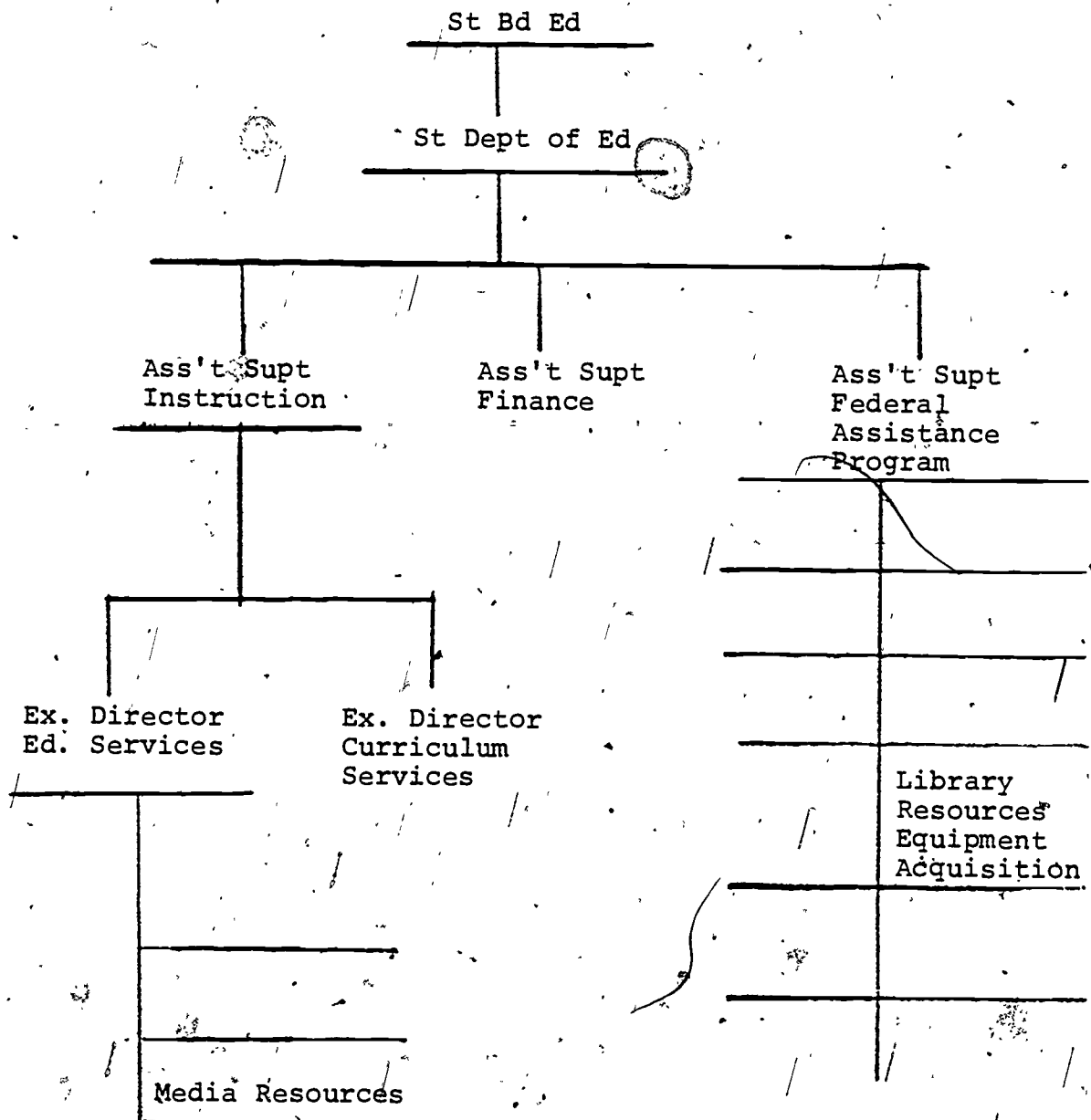
St Sup't Public Instruction

Ass't St Sup't
Instructional
Services

North Carolina
INSTRUCTIONAL SERVICES AREA -- SDPI

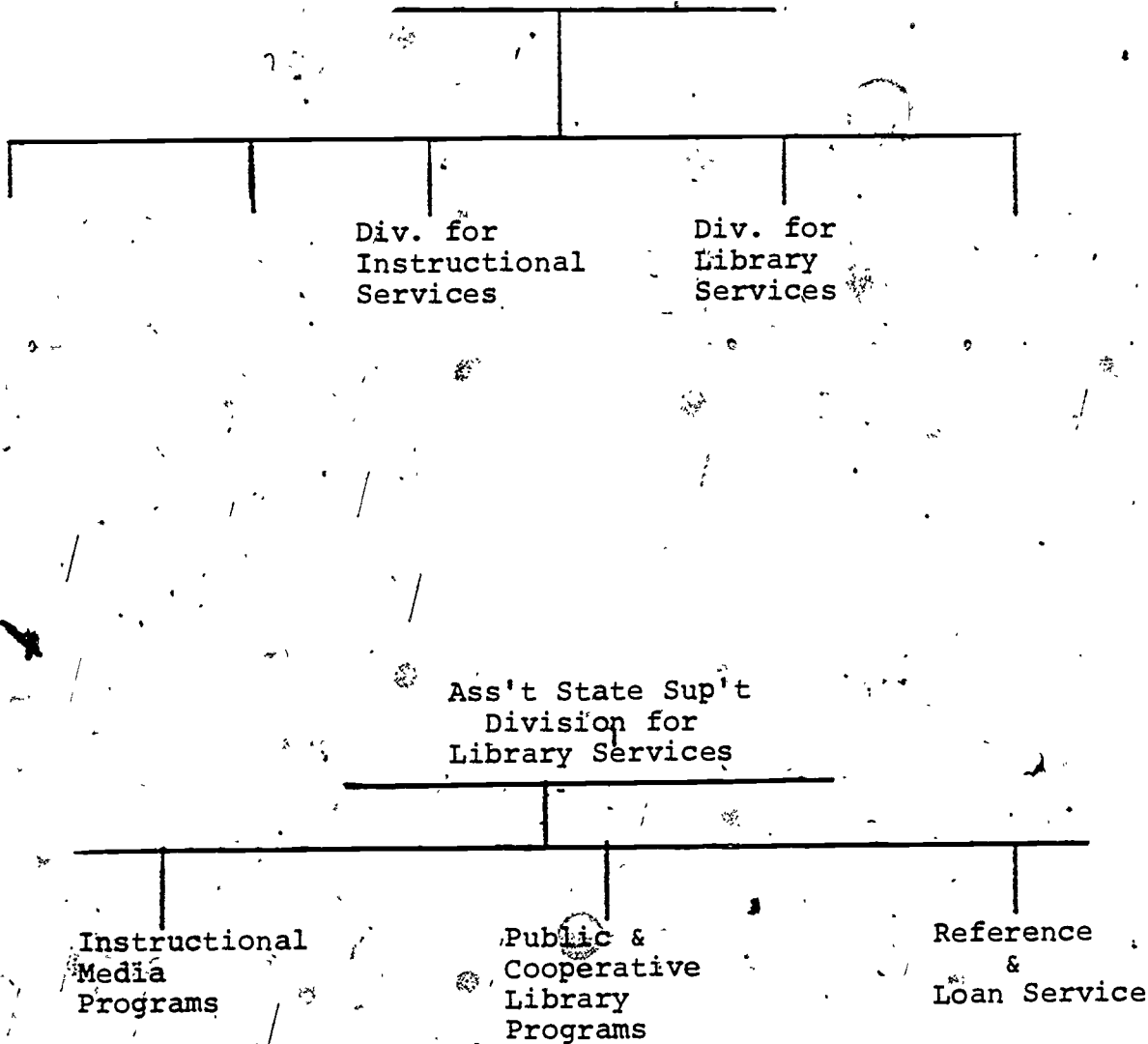


Oklahoma
Organizational Chart



Wisconsin
Organizational Chart

State Sup't.
of
Public Instruction



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Appendix III

Bibliography

Selected State Publications

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Selected State Publications

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Addendum

Effective March 1982, The Educational Media Division of the North Carolina Department of Public Instruction was transferred from the area of Instructional Services to Support Services. The director of the division was named Deputy Assistant Superintendent for the area of Support Services.

The effect of the change will be to strengthen the position of media through direct involvement in administrative planning. Close coordination will be maintained with the area of Instructional Services. The incumbent will continue to direct the division as well as assume a coordinating role for other divisions in the area.

